

Efforts to Improve Learning Outcomes of Passing and Catching in the Learning of Basketball Games through the Application of a Tactical Approach with Learning Media Modification

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Abstract: This paper discusses the researchers' efforts to find out the application of tactical approach through the modification of learning media upon the learning outcomes of the students' passing and catching skills in the learning of basketball games at primary school. This paper is a classroom action research carried out by applying a research design developed by Kemmis and Teggart. The research consists of several stages, namely: (1) action planning, (2) action implementation, (3) observation, and (4) reflection. The venue of the research was SDN 001 Merdeka Bandung City. The research lasted for 4 meetings. The research design was qualitative descriptive, conducted in the fifth grade class with 38 students. The research process is divided into two cycles consisting of 4 actions. Each action uses media modification and various motion tasks in the form of games. Data were collected using GPAI instruments. Then, all of the collected data were analyzed using percentage technique. Preliminary data was 26.31% and cycle 1 of action 1 was 31.57%, cycle 1 action 2 was 47.36%, cycle 2 action 1 was 58.63%, and cycle 2 action 2 was 76.31%. Based on the results of data analysis, the conclusion of the application of tactical approach through the modification of learning media can improve learning outcomes of the SDN 001 Merdeka Bandung fifth graders' passing and catching skills in basketball games.

1 INTRODUCTION

The tactical approach learning emphasizes the concept of game-drill-game (Gordon, 200). Game is playing, students are required to play with the concepts given by the teacher and understand the game (Sugita and Ochiai, 1998). Drill is repetition, teachers must be more careful to see the way the students play and if there is a mistake in the motion task, then the teacher stop the learning process and give examples of the correct movement, then students do the motion task (Toews et al., 1999). Then the game or playing, after doing the repetition or drill, students play the game again with the change in the motion task that has been done on drill task. The tactical approach will greatly affect the students' cognitive, affective, and psychomotor development. Tactical learning prioritizes the use of "tactical issues" as intermediaries and learning objectives. Teachers should be able to show the tactical issues needed in the playing situations. As for the students, it is very important to recognize the playing position

in the field correctly, possible motion choices, and playing situations that the students face.

Thus, the tactical approach is expected to increase students' learning outcomes in the activity of passing and catching the ball in basketball. The tactical approach method provides an alternative given to students to learn the technical skills of sports in playing situations. In addition to the approach used, the modified media that is replacing the actual ball with a soft rubber ball which is not too heavy, makes students not afraid to catch or throw the ball. It is necessary for P.E teachers to modify the learning of physical education so that learning can be tailored to the students' abilities.

2 METHODS

The type of research used in this research is Classroom Action Research (CAR). The research consists of several stages, namely: (1) action planning, (2) action implementation, (3) observation,

and (4) reflection. The research was conducted for approximately 1 month which was adjusted to the physical education schedule of the school. Timing refers to the school's academic calendar. The research was conducted in August and September 2017. The study was planned to be conducted for four weeks (four meetings or actions), divided into two cycles, 2 actions in each cycle. This classroom action research was conducted in SDN 001 Merdeka Bandung, which is located at Jalan Merdeka no 9, Braga, Sumur Bandung, West Java 40111. The research subject in this research was the fifth graders; 38 students, consisting of 21 male students and 17 female students. Data were collected using GPAI instruments (Oslin et al., 1998). Then all of the collected data were analyzed using percentage technique. Each action uses media modification and various motion tasks in the form of games (Bahagia and Mujianto, 2009).

3 RESULT AND DISCUSSION

3.1 Research Result

In the early stage of classroom action research, the preliminary observation is to find out the features of playing performance in decision-making aspect, skill performance, and giving support, which were packed in a game during the learning process (Wibawa, 2003). Based on the preliminary observation of the ability to do 5 vs. 2 game, the percentage of student learning outcome was 26.31%. In the first cycle of action 1 through the game of poison ball and 3 vs. 2, the student learning outcome was 31.57%. In cycle I action 2 through the game of cat ball and 3 vs. 3, the percentage of students' learning outcome was 47, 36%. In the second cycle action 1 through 3 vs. 3 game, the percentage of students' learning outcome was of 58.63%. And in the second cycle action 2 through 5 vs. 3 game, the percentage of students' learning outcome reached 76.31%. If it is depicted in the form of students' learning outcome achievement graph in decision making aspect, skill performance, and giving support in the learning of basketball game through the application of tactical approach with the modification of learning media, starting from the preliminary observation to cycle two action two, the graph can be described as follows:

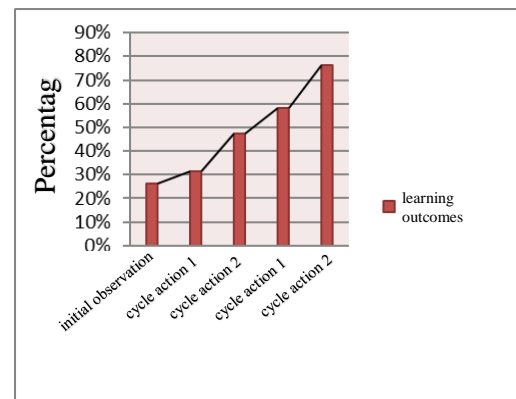


Figure 1: Graph of Learning Outcome Acquisition in Passing and Catching from Each Action.

In figure 1, it can be described that after the writer acted as a researcher and teacher (who was directly involved in teaching activities) and assisted by a research partner (as observer) in conducting classroom action research from beginning to final stage of research, some findings are obtained from the results of preliminary observations, some facts that can be obtained are:

- The students' low skill in passing and catching the ball is in decision making aspect, skill performance, and giving support, so that many students kick the ball with no certain direction and give less support to their friends;
- Some students are afraid and hesitate to control the ball and always in a hurry when performing passing;
- Lack of cooperation among students.

After the writer acted as a researcher and teacher (who was directly involved in teaching activities) and assisted by a research partner (as an observer) in conducting classroom action research from beginning to the end of research, the result of the preliminary observation studied is the efforts to improve students' mastery of playing skills in the basketball game through the application of tactical approach with the modification of learning media. Observation focuses more on the situation on the students' playing skills when playing the game using the ball, because through this aspect, it can be seen whether the students have the mastery of playing skills, especially with decision making aspect, skill performance, and giving support during the learning activities. The discussion begins from the preliminary observation. In the preliminary observation, the teacher when giving the learning activities, gave 5 vs. 2 game. The game aims to teach students how to master the skills of playing which are the decision making aspect, skill

performance, and giving support. That way the teacher can see how far the ability of students in the mastery of real playing skills, while the results of data obtained from the preliminary observation are as follows: mastery of students' playing skills in the learning game of 5 vs. 2 was 26.31%. The acquisition of mastery percentage of playing skill at the preliminary observation was far from KKM (Criteria of Minimum Pass) that is 75%. In this preliminary observation, the students' mastery of playing skill was fair, students were still afraid to control the ball, they tended to rush when passing and gave less support. Therefore, the researcher made evaluation and reflection to the students by applying a tactical approach, in which during each basketball practice, the researcher used interesting games and in this lesson taught students how to solve problems in group learning provided by the teacher in the learning process, so that students are motivated and challenged in learning so as to make students enthusiastic in the learning process.

Then the results of data obtained in Cycle I Action 1 are as follows: the results of students' learning to pass and catch increased to 31.57%. In Cycle I action 1 they began to improve because by applying a tactical approach and using a modified ball on their learning activities, although the mastery of the student skills was still ineffective but the students seemed to be able to do some passing, dribbling, and giving support to his friends. However, there were still some students who did not pay attention fully and the ball could be grabbed by the opponent.

To follow up the previous action, the acquisition of data results in cycle I Action 2 is as follows: the mastery of playing skills on game 3 vs. 3 was 47.36%. Judging from the data obtained in cycle I action 2 (Mulyana, 2010), the students' skills were increased, although there were still some students who had not mastered the skill in performing passing, and could not control the ball, but there were also some students who could perform aimed passing, and provide support. Researcher made the evaluation and reflection again so that in the next action, the researcher would begin to emphasize a bit on the tactical approach with the modification of learning media to students so that they could focus on performing the passing and mastery of the ball.

In the second cycle of action 1 the teacher gave learning materials of 3 vs. 3 game with a maximum of 7 passing. From this observation, it was known that the mastering skills in playing was 58.63%. The acquisition of learning outcomes in cycle II of action 1 increased from the previous gains. Although there was still a ball that bounced off the field, students

have been able to dribble without being grabbed by their opponent, pass the ball, and give support to their friends. Researcher again made evaluation and reflection so that in the next action, the researcher began to further improve the tactical approach with the modification of learning media to students by adding the attackers to 5 people or to 3 people.

In the second cycle of action 2 teacher gave learning materials of 5 vs. 3. The students were used to playing the game. They performed aimed passing, trying to pass the ball to their team mates who were free, see the situation while carrying the ball, and provide support to their friend who was carrying the ball. So, the learning outcome was: in the game of basketball in cycle II action 2 was 76.31%. The students' increasing acquisition of playing skill mastery in this action has reached the School KKM that was more than 75 or in percentage was 75%. Researcher re-evaluated and reflected again so that for the next action, more frequent learning was needed and more learning in groups would be done so that students would not be bored, instead they would be more motivated so that their playing skills in basketball would be increased.

Applying the tactical approach with modification of learning media in the learning activities of basketball game can improve students' learning outcomes of passing and catching ball (Carmel Agarwal, 2001). The purpose of applying the tactical approach in basketball learning is to increase students' awareness of the concept of playing through applying appropriate techniques according to the problem or situation in the game (Hua, 1998). The learning process using a tactical approach can have a positive impact on students. This is in accordance with the opinion of Ma'mun and Subroto (2001) that explains:

- Through a training approach which is similar to the real game, the students' interests and excitement will be improved;
- Improved knowledge of tactics is important for students so that they are able to maintain a balance of successful implementation of their technical motion skills;
- Deepening the understanding of playing and improving the ability to effectively diverting understanding of the performance in one game into another game.

From that opinion, it can be interpreted that tactical approach learning with modification of learning media can be used as an alternative for the learning of physical education subject. It is because this approach makes the students excited and teaches

students to cooperate closely together to complete the goal of solving the problems given by the teacher. Thus, students will follow physical education subject with enthusiasm, excitement and happiness. Likewise, according to Tomoliyus (2001): "A tactical skill approach allows students to learn in meaningful playing situations. Teachers and students are motivated to learn the skills better". Judging from the above opinion, it can be concluded that tactical approach can motivate students to learn skills well which later will affect to their improvement of learning outcomes to be more satisfactory.

4 CONCLUSIONS

After conducting the research for 4 meetings, it is concluded that the application of tactical approach with the modification of learning media can improve the learning outcomes of passing and catching ball in basketball game on the primary school Physical Education subject that was conducted in SDN 001 Merdeka Bandung. This can be seen from the results of research data that has been conducted by the researcher starting from the first meeting until the last meeting. Preliminary data was 26.31% and cycle 1 of action 1 was 31.57%, cycle 1 action 2 was 47.36%, cycle 2 action 1 was 58.63%, and cycle 2 action 2 was 76.31%. The acquisition of students' learning outcomes of passing and catching on this action has reached the School KKM that was more than 75 or in percentage was 75%.

From the description of the results of the above data that have been processed, the writer draws conclusion that the application of tactical approach with modification of learning media influences the students' learning outcomes in passing and catching in learning basketball game on primary school Physical Education subject at primary school.

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