



Development of right pass game as a support of passing training for students basketball extracurricular of Senior High School 1 Gondang

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Abstract: The lack of variety of training models in basketball extracurricular activities at Senior High School 1 Gondang especially the basic techniques of passing and causing a lack of understanding and mastery of students about basketball passing. So it is necessary to develop this game to improve the understanding and mastery of extracurricular basketball students about the basic techniques of passing. This study aims to develop a product in the form of a basketball passing game through a right pass game for basketball extracurricular students at Senior High School 1 Gondang. This research method is development research which refers to the development model of R&D using the ADDIE method, namely: (1) Analyze, (2) Development, (3) Design, (4) Implementation, (5) Evaluation. The data analysis technique used is analysis using qualitative analysis, while descriptive statistics or descriptive analysis is a type of statistical analysis which intends to describe the characteristics of a sample or population. From the trial results obtained expert evaluation data, namely, game experts 86% (good), basketball experts 88% (good), small group trials 84.7% (very good), and large group trials 87.7% (good). Both trials received good category scores and could be used. With these results, it can be concluded that the right pass game can be used as a support for extracurricular basketball student passing exercises at Senior High School 1 Gondang.

Keywords: development, right pass, basketball.

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INTRODUCTION

Basketball is a game that requires abilities and skills both individually and in teams. Like sports in general, there are elements of attack and defense, especially in sports that involve scoring (Putro, Kurniawan, & Fudin, 2018). The goal of basketball is to produce as many numbers as possible by inserting the ball into the opponent's ring and preventing or blocking the opponent's game from scoring. Basically the basketball game has basic techniques, namely dribbling, passing, pivoting, shooting, catching the ball (*Rebound*), these five things are the basic movements that every individual basketball player must have (Prasetya, Wiradihardja, Suwarso, & Widiastuti, 2018).

From some of the basic techniques that exist in basketball above, every player in playing basketball should master each of these basic techniques. According to Fatahillah (2018) with good and correct basic techniques, efficiency and effectiveness of motion will be achieved which will then produce quality abilities. From the basic techniques above, passing is one of the basic techniques that must be mastered in playing basketball. According to Iskandar & Gilang (2019) passing is one way of moving the ball from place to place



to build a circuit. Because in basketball the most dominant basic passing technique is used when playing in basketball. With good passing skills will be able to improve the way we play basketball. In addition, passing is also a fundamental technique that must be reached and mastered, because basic passing has an important role in playing basketball.

In order to know more about, master, and to improve basic basketball techniques in more detail, each school always provides extracurricular activities for those who want to be even more competent in a particular field. Extracurricular activities are closely related to student achievement, through extracurricular activities students can add insight into extracurricular fields that are closely related to lessons in the classroom, students who are active in extracurricular activities are skilled in organizing, managing, solving problems according to the characteristics of the extracurricular field they are involved in ([Ardiansyah, Pratama, Sulendro, 2020](#)). Basically, extracurricular activities also serve as a forum for students to develop their interests or talents. However, the extracurricular must also facilitate those who are not skilled and want to develop their interests in certain fields.

Because in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81A of 2013 concerning Implementation of the Curriculum 2013 ([Mustafa, Winarno, & Asim, 2016](#)) explains that through participation in extracurricular activities students can learn and develop communication skills, in collaboration with other people, as well as discovering and developing their potential Extracurricular basketball at the high school level (SMA) is basically a sport that is in demand by many students, because there are lots of positive values that students can take, including the value of cohesiveness, hard work, As well as in basketball, students are also required to be constantly on the move, by moving indirectly students can make their bodies healthy and fit. Apart from being educational, in basketball, students are also expected to be able to understand, master or practice, so that students will feel motivated in the extracurricular activities.

However, based on the results of observations and observations found in the field, the basketball extracurricular of Senior High School 1 Gondang which is still very less varied in the training models in basketball extracurricular activities of Senior High School 1 Gondang especially the basic technique of passing and causing a lack of understanding and mastery of students about passing the basketball. Students still seem to have many difficulties in passing methods, ranging from lack of power, the stance is not correct, the posture is not leaning forward, until the eyes are still irregular. Based on the above statement, basketball extracurricular activities are still ineffective. There is still a lack of development of a form of passing training that is suitable for the development of extracurricular basketball. According to [Prasetya et al. \(2018\)](#), basketball passing technique is a basic technique that must be mastered by every player. Improve the ability of basketball passing techniques, regular practice will make players proficient, and players need agility and agility in playing. Therefore the need for the development of new training support models is also a problem that exists in the extracurricular activity. To learn passing techniques in basketball games is not easy, for

students it will be difficult if it is done with an inappropriate training model, therefore the use of a training model must be appropriate and precise so that goals can be achieved (Prasetya et al., 2018).

Based on the above needs, the writer is eager to conduct research to provide an alternative in the form of modification, namely by developing basketball passing games as an alternative effort to support basketball passing skills training. Games are one of the strategies in teaching physical education which is expected to be able to develop students in accordance with the educational goals to be achieved (Anam & Sceisarriya, 2020). Modifications to the game of basketball should be adapted to the stages of student growth and development, basketball games for adults can not be used for students, there are several keys or strategies to modify a fun and interesting game, and make children successful in following the game (Pauweni, 2012). Because basically the modification needs to be done by every trainer in any training process in order to maintain an effective extracurricular activity process.

In line with the results of the research above, the modification of the right pass game is also intended to improve the understanding and mastery of extracurricular students about the training material being taught so that students no longer have problems with basic passing techniques. The right pass game itself is basically a game aimed at mastery of basketball passing. With the development of the right pass game, extracurricular students are expected to indirectly be able to understand and master passing in basketball. This game is designed in a way that will make students feel happy and likewise students are expected to be active in receiving training material in the form of these games.

METHOD

The development of learning media in this study uses the ADDIE development model. The following is an explanation of the ADDIE development model (Branch, 2009).

1. Analysis

At this stage the researchers identified the fields and problems that existed in the extracurricular activities of Senior High School 1 Gondang. Here the researcher made observations and asked several students regarding the existing training methods there, which had several problems, among others, there was still a lack of modification or development in basketball Extracurricular training, so that various problems were found, including, lack of mastery and understanding of extracurricular students. about passing basketball, on the other hand, is the result of a lack of variation in training methods and a lack of new modifications to the training program. With these problems students become less understanding and mastering passing in basketball learning that is delivered.

2. Design

In this stage the research plans product development with existing problems and in accordance with these extracurricular activities. As is known, the problem is the problem of passing basketball, therefore researchers are looking for ways and solutions so that extracurricular basketball students are able to master and understand basketball passing. With that, the researchers developed a modification of the basketball

passing game for the extracurricular students of Senior High School 1 Gondang, namely the right pass game. The Right Pass game itself is basically a game that prioritizes passing basketball in playing, in this game there are also several supporting media including target media, goal media, cones, and rubber bands. In this game the right team passes and can collect the most rubber bands, then that team wins. With the development of the right pass game, it is hoped that it can help coaches and students in the process of basketball extracurricular activities in understanding and mastering passing and can be used as a support for extracurricular student passing exercise. And can increase the participation of extracurricular students in participating in the training. And this game is also designed in such a way that it can make solutions to existing problems.

3. Development

At this stage, the researcher develops a game that is in accordance with the design stage, namely the development of the right pass game. The development of this passing game is made according to existing needs, which can be made to play safely, can make students happy in playing the game, and can improve the understanding and mastery of basketball passing students extracurricular basketball at Senior High School 1 Gondang. After the developed product is finished and tested, the researcher validates certain field experts, including experts in the field of play and basketball experts. Furthermore, if there are suggestions and input from experts, the researcher made revision based on the suggestion and input from the expert.

4. Implementation

In this stage the researcher implements Implements the product that have been and tested on students. And in this stage it is also a reference for whether the development of the game being developed is in accordance with what has been planned or not. In the trial itself, there were two trials, namely small group trials and large group trials.

a. Small Group Test

In this study, especially the game development trial at the beginning, the researcher did it by taking 10 students of the basketball extracurricular of Senior High School 1 Gondang. After conducting experiments on the development of the game, the researcher gave a questionnaire to students to find out the deficiencies in the development of the basketball passing game.

b. Large Group Test

After small group trials and after the revision of the product. So the researchers conducted a large group trial by taking basketball extracurricular activities at Senior High School 1 Gondang as many as 15 students.

5. Evaluation

This evaluation stage is the final stage of research, this evaluation stage is the result of the final stage trial. With this evaluation stage, the researcher can make a conclusion whether the game developed is in accordance with what was desired and that has been planned beforehand, and with that the researcher can

find out how much the percentage of successful development of the game that has been developed by the researcher is.

The research was conducted at Senior High School 1 Gondang. The population in this study were all basketball extracurricular students at Senior High School 1 Gondang. While the sample in the study was the entire population due to the limitations of students in basketball extracurricular activities at Senior High School 1 Gondang.

Table 1. Data Collection Instruments Used

Research Stage	Type	Definition
Analyze	Open Questionnaire	The questionnaire was given to the basketball extracurricular coach of Senior High School 1 Gondang
Development	Semi-open questionnaire	Questionnaires are given to experts to respond and also provide advice on game models to support basketball passing practice
Implementation	Closed Questionnaire and Semi-Open Questionnaire	<ol style="list-style-type: none"> 1. Closed questionnaires are used for students to respond after practicing the right pass game. This questionnaire is given for small group trials as well as large group trials. 2. A semi-open questionnaire is used for experts to provide feedback on product quality and also respond to the product

The data analysis technique used in this research is qualitative and quantitative data analysis techniques. Qualitative data analysis techniques were used to analyze the data that emerged from the entire questionnaire including the reasons given by the trainer and the experts for providing suggestions and inputs regarding the product. Quantitative data analysis techniques are used to analyze data that comes out of the results of product trials to students with answers that are already available in a closed questionnaire.

Quantitative data analysis techniques used in this research and development are descriptive analysis techniques, data in the form of a percentage used to analyze the results of small group trial data collection and large group trials. The formula for processing data in the form of descriptive percentages (Sudijono, 2014) is as follows:

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

Information: (F): The percentage of the frequency being sought, (N): Number of case (the number of frequencies from the number of individuals), (P): The percentage number. If the data is in the form of percentages, proportions or ratios, conclusions can be drawn, adjusted to the problem. (Arikunto, 2013) The following is the classification of the percentage of categories that will be used: (1) The percentage of good categories; 76% - 100% used, (2) the percentage of the category is sufficient; 56% - 75% used, (3) the percentage of poor categories; 40% - 55% not used, (4) percentage of bad categories; <40% not used.

RESULTS AND DISCUSSION

The results of data analysis are presented in the form of a percentage description. The following is a description of the percentage of data analysis results obtained: Description of the results of data analysis on the Expert Evaluation Sheet: The results of data analysis from the evaluation of basketball experts, obtained an average percentage of 88%. Based on the predetermined criteria, the right pass game product has met good criteria so that it can be used for extracurricular students at Senior High School 1 Gondang. The factors that make this model usable for extracurricular students at Senior High School 1 Gondang are the quality assessment of the game model carried out by basketball experts on aspects 4,9 and 10. The three aspects of the assessment have met the very good criteria, namely getting 5 points. In addition to these three aspects, There are seven aspects of assessing the quality of the game model, namely aspects 1,2, 3, 5, 6, 7, 8, which have met the good criteria because each aspect received 4 points.

The results of data analysis from the evaluation of Game experts, obtained an average percentage of 86%. Based on the predetermined criteria, the right pass game product has met the criteria very well so that it can be used for basketball extracurricular students at Senior High School 1 Gondang. The factors that make this model acceptable to high school students are the assessment of the quality of the game model carried out by Game experts on aspects 3,6, and 7, The three aspects of the assessment have met the very good criteria, namely getting 5 points. aspects of assessing the quality of the game model, namely aspects 1, 2, 4, 5, 8, 9, 10 that have met the good criteria because each aspect received 4 points.

The results of the small group trial data analysis obtained an average percentage of the appropriate answer choices 84.7%. Based on the predetermined criteria, this right pass game has met the good criteria. The factors that made this model acceptable to extracurricular students at Senior High School 1 Gondang were all aspects of the existing trials. Both from understanding the rules of the game, the application of attitudes in games and student movement activities that are in accordance with the level of growth and development. Overall, the right pass game model can be accepted by students well, so that from small group trials this model can be used for extracurricular students at Senior High School 1 Gondang.

Table 2. Category Percentage Classification

Percentage	Category
76% - 100%	Used
56% - 75%	Used
40% - 55%	Not used
< 40%	Not used

While the results of the analysis of the large group trial data obtained an average percentage of 87.5%. And based on the criteria that have been determined in this study, this right pass game has also met the good criteria. So the conclusion of the results in this study is that the average result is 84.7% in the small group trial and is included in the good category, then a large group trial is carried out and the average percentage value is 87.5% and is also included in the good category. It can be seen in Table 2 the classification of the percentage of categories used in the results of the large group trial analysis. Therefore, this right pass game

as a whole in the large group test is also a product category that can be used for basketball extracurricular students at Senior High School 1 Gondang.

CONCLUSION

Based on the results of research and discussion, it can be concluded that a right pass game model product has been produced which can be used as a support for the passing practice of basketball extracurricular students at Senior High School 1 Gondang. Some suggestions that can be conveyed regarding the need for product use are: (1) It is hoped that the basketball extracurricular coach can try to use this model as a support for the passing practice of basketball extracurricular students at Senior High School 1 Gondang (2) for basketball extracurricular coaches who want to use the game. This, must pay attention to all forms of shortcomings and limitations in the use of this right pass game. (3) It is hoped that basketball extracurricular coaches can develop a more attractive basketball game model to be used in training.

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