

Application of the Deer Hunting Game in Basketball Learning to Improve Bounce Pass Accuracy Capability at SDN Cipageran Mandiri II

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ABSTRACT

This research aims to improve students' accuracy skills in performing basic bounce pass technical movements through the traditional game of deer hunting. This research was carried out at SDN Cipageran Mandiri II in the PJOK subject, with the research subjects being class III-A students for the 2023/2024 academic year, with 30 students consisting of 14 boys and 16 girls. The research method used is Classroom Action Research with a research design using the Kemmis and McTaggart model, which focuses on continuous reflection and action cycles. This classroom action research includes planning, implementing actions, monitoring, evaluating, analyzing, and reflecting. Data was collected at the monitoring and evaluation stage using student activity observation sheets and teacher activity sheets. Then, the data was analyzed both quantitatively and qualitatively. The results of the first research cycle obtained a completeness score of 50%, or as many as 15 people had completed it. In cycle II, there was a completeness score of 86%, or as many as 26 people had finished it. Meanwhile, in cycle III, 100% or 30 people had reached completion. This shows that the actions teachers and students took in the first, second, and third cycles can be said to have completed learning. Based on the results above, deer hunting games can improve bounce pass accuracy results.

Keywords: Deer hunting; Basketball; Bounce pass; Accuracy

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INTRODUCTION

Physical education is an inseparable part of education in general. It has the same task, namely improving the overall quality of human life in terms of cognitive, affective, and psychomotor aspects through physical activity. Physical activity is the primary material in physical education, both in sports and non-sports. Physical education subjects play an essential role in forming the character of students. As stated in (Permendiknas Number 22 concerning Content Standards, 2006), one of the objectives of Physical Education is to lay the foundation for solid moral character through internalizing the values contained in Physical Education, Sports, and Health and developing sportsmanship (Wahida et al., 2022). Physical activity indicates early childhood (motor, emotional, cognitive, and psychosocial development). Physical activity is body movement produced by skeletal muscles that requires energy expenditure (Westerterp, 2013). Regular physical activity can improve a person's psychology by



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reducing stress, anxiety, and depression (Welis & Sazeli, 2013; Leonardo & Komaini, 2021; Wandani et al., 2022). Physical education can help students develop critical and systemic thinking skills, supporting health competencies and sustainable development goals. Learning management strategies must be implemented to ensure students can develop their abilities and character positively during the physical education learning process (Perdima & Personi, 2023). Sports and physical activities benefit physical health and can influence the development of students' character. Through discipline, teamwork, respect for opponents, and competitive spirit, PJOK provides opportunities for students to train and internalize important character values (Gandasari, 2022). One physical activity is playing. Sports and physical activity benefit physical health and influence students' character development. Through discipline, teamwork, respect for opponents, and competitive spirit, PJOK provides opportunities for students to train and internalize important character values (Dzuldhi et al., 2022). (Wahida et al., 2022) Play activities have been carried out from childhood to adulthood, or play is carried out throughout human life. Playing is one of the physical activities that children like in everyday life so that it can be used as a means of physical education at school. Playing for children is a daily activity that is very interesting and fun to do. (Prison, 2011) . Khadijah and Armanila (2017) explained, "Playing is a fun activity for children and helps develop the various potentials they have as a whole; apart from providing pleasure, playing can be used as a learning activity, playing requires concepts and principles so that it can provide benefits and education. Playing and games are related, but both have differences in the media or tools used. Games are play activities that use tools that create educational value, are safe, are not dangerous, and function to develop children's abilities. There are various types of games, from traditional to modern. (Okay et al., 2022)

Hunting Deer is a traditional game that uses a modified ball. This game aims to train basic movement skills, motor skills, courage, honesty, thinking power, and sportsmanship. Physical activities displayed: throwing, running, speed, power, coordination, accuracy, endurance. How to play: After determining one of the hunters, with the start signal (whistle), the hunter immediately tries to find a deer to catch or throw a ball at, and the deer scatter and try to save themselves (Kurniawan et al., 2020) Coordination in passing the ball is the ability to coordinate eye and hand movements, where the eyes are the direction of the ball's direction, while the hands are the act of passing the ball to a friend so that it is on target. Eye-hand coordination is needed when throwing a catch, as in deer hunting. If eye-hand coordination is good, you can easily throw a catch to kill the opposing team. Physical conditions in the form of coordination apply to traditional games and sports that require mastering coordination skills. (Okay et al., 2022)

According to Ardiyanto (2015), coordination in Basketball is an essential element in mastering basic technical skills. Apart from that, Basketball is a sport that must have a high level of coordination, such as throwing and catching the ball; this is based on the talent profile of the branch. The sport of Basketball is categorized as "very important" (Hidayatullah & Purnama, 2018). According to FIBA (2020), "Basketball is a basketball game played by two or two teams, each consisting of five or five players. The goal of each team is to score points into the opponent's basket and try to prevent the opposing team from scoring." The level of essential technical ability determines the success of a basketball game. Basic basketball techniques consist of rebounding, shooting, layup, and passing.

Passing provides a game characteristic that is most dominant when playing Basketball; this is the essential part of the game so that the team gets points and wins (Prasetya et al., 2019). Apart from that, passing aims to move the ball from one point to another to get the ball closer to the ring so you can quickly put the ball into the ring. According to Kamran (2020). A great team is a team that has cooperation, and this is manifested by passing. There are various types of passing in Basketball, such as bounce, head, and chest passes. Bounce pass is a ball-throwing technique that involves bouncing the ball on the floor before it reaches a teammate. This technique avoids opposing players trying to block or peek at the ball, making it difficult for the opposing team to steal it. A bounce pass allows the ball to stay low to the ground, making it difficult for opposing players to reach or bounce. A bounce pass directs the ball to the floor slightly in front of your teammate so the ball bounces and reaches them. This technique requires good accuracy so that the ball can reach teammates correctly (Rahmathani et al., 2020).

Based on the results of observations on class III-A students at SDN Cipageran Mandiri 2 when Based on the results of observations on class III-A students at SDN Cipageran Mandiri 2, when carrying out bounce pass learning, students needed help performing bounce passes, especially their low mastery of technique and level of accuracy. For this reason, further learning is needed regarding mastery of bounce pass accuracy skills in Basketball. Through the deer hunting game, bounce pass learning will be more varied and motivate students to be more enthusiastic about learning bounce passes. Facing this, teachers of physical education, sports, and health subjects must find ways to master the bounce pass quickly. Teachers, as mediators, are expected to function as media selectors who can realize learning through the materials, methods, and learning evaluation. Teachers are always required to improvise and be able to develop according to their skills. Seeing challenges like this, the media will help solve this problem. Students will be challenged and motivated because by using suitable media, students will get new and fun things. This aligns with active, innovative, creative, effective, and fun learning expectations. From this description, the researcher was interested in taking the title: "Application of the Deer Hunting Game in Basketball Learning to Improve Bounce Pass Accuracy Ability at SDN Cipageran Mandiri II."

METHOD

The method used in this research is Classroom Action Research. The model used is the Kemmis braggart and consists of planning, action, observation, and reflection, often called a cycle. The subjects of this Classroom Action Research were students in class III-A of SD Negeri Cipageran Mandiri II for the 2023/2024 academic year, with 30 students consisting of 14 boys and 16 girls. The research procedure began with observations of class III-A students at SD Negeri Cipageran Mandiri 2 in the physical education learning process, with basketball learning material with bounce pass as a sub-material. Then, because the results of these observations contained accuracy problems, we used the traditional deer hunting game application to solve the learning problem.

1. Planning

In the planning step, the stages consist of 1) Creating a learning scenario using the application of the deer hunting game in the basketball learning material with the bounce pass sub-material; 2) Creating a basketball learning material test with the bounce pass sub-material which is used as a reference in the learning process which comes from the guidebook used in the learning process.

2. Implementation of Actions

Researchers carry out learning designed in scenarios consciously, critically, systematically, and objectively using stages of basketball learning material with bounce pass sub-material through the traditional game of deer hunting.

3. Observation

In the learning process, techniques are carried out in participant observation because the researcher implements the research.

4. Analysis and Reflection

The results obtained during observations using the traditional game of learning to hunt Deer can be analyzed and reflected by seeing that this researcher can improve the learning outcomes of the basketball learning material with the bounce pass sub-material. The instrument used in this research is a test available from the manual. The data analysis technique uses student and class completion, declared complete if the student and class scores reach KKM 75.

RESULTS

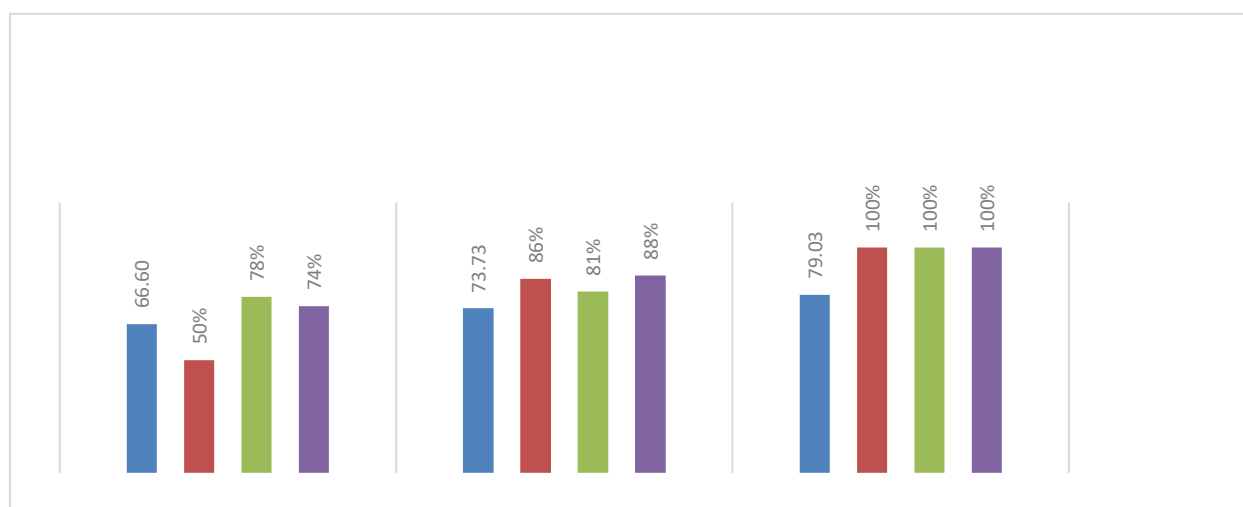


Figure 1. Research Results Data Diagram

Based on the table above, applying the deer hunting game to Basketball learning to improve accuracy in bounce pass learning can improve student learning outcomes.

Cycle I

In cycle 1, student learning activity was found to be 66.60 with a classical completion percentage of 50% or as many as 15 people completed, with observation and evaluation results of IPKG 1 78% and IPKG 2 74%. In cycle 2, an average score of 73.73 was obtained with student completion of 86% or 26 people who completed and 12% incomplete or four people who did not complete, with IPKG 1 observation and evaluation results of 81% and 88%. In cycle 3, an average score of 79 was obtained with 100% student completion or as many as 30 people completed the learning, resulting in an increase of 14% from cycle 2 to cycle 3 in learning, with observation and evaluation results of IPKG 1 100% and IPKG 2 100 %.

In implementing learning cycle 1, researchers took initial data on bounce pass accuracy through a deer hunting game. According to the results obtained from cycle 1, there are still learning deficiencies. For this reason, this research will continue in cycle two by identifying deficiencies in implementing planned cycle one learning through Teacher Performance Assessment Instruments 1 and 2 with 78% and 74% results. The results show that learning planning aspects are still lacking; in this case, the researcher will discuss the results of deficiencies in the implementation of learning cycle 1 with the corner teacher before implementing cycle two at the next meeting. Reflecting on cycle I, there are deficiencies in the initial attitudes and attitudes that end in a foot posture that does not match the assessment description.

Cycle II

The results of the cycle 2 test that were obtained using the deer hunting game were an increase from cycle 1 of 36% after being given treatment, and students' abilities became better than before being given treatment in cycle 1. The cycle 1 test data above showed a classical increase to 86%. The students of the class obtained good marks in performing bounce passes accurately. Even though students' grades have increased classically, the average student score has yet to reach the KKM for Physical Education subjects, but at school, it is 75. For this reason, this research will continue in cycle three by identifying deficiencies in implementing cycle two learning planned through Instruments Teacher Performance Assessment 1 and 2 with results of 81% and 88%. The IPKG results show that aspects of learning implementation still need to improve in learning the bounce pass technique. In this case, the researcher will discuss the results of deficiencies in implementing cycle two learning with the tutor before implementing cycle three at the next meeting. Reflecting on cycle II, there are areas for improvement in implementing movements and final attitudes that do not match the assessment description.

Cycle III

The results in cycle three will be compared with those of cycles 1 and 2. In cycle 3, students were taught how to perform bounce pass accuracy well through a deer hunting game. Researchers also motivated students and allowed them to practice during four learning meetings. With the hope that students' abilities will increase after being given learning. From cycle 3 test data, learning outcomes have increased from tests in cycles 1 and 2, and as many as 30 students have achieved a school KKM score

of 79. In the learning planning aspect through Teacher Performance Assessment Instruments 1 and 2, results were obtained at 100% and 98%, showing that the planning and implementation of learning met the assessment criteria and that classroom action research achieved the researcher's objectives. So, this research is enough for cycle three only.

Based on data analysis from research that has been carried out, it was found that student activity in the process of learning bounce pass accuracy using the deer hunting game has increased. This has a positive impact on improving learning outcomes and student's ability to take the bounce pass test, which can be shown by changes in the average value of students in each cycle, which has increased.

CONCLUSION

Based on the research results, the application of the deer hunting game in bounce pass learning can improve student learning outcomes in basketball learning material. The results of this research will help physical education teachers to improve learning outcomes related to cognitive, affective, and psychomotor aspects; students can use traditional games. This is for researchers conducting further research on students' cognitive aspects. It is recommended that other learning sub-materials be used outside of Basketball.

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CONFLICT OF INTEREST

The authors declare no conflict of interest

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