

Analysis of Basketball Dribbling Learning Outcomes for Grade VII Students of SMP Negeri 1 Sembawa Banyuasin

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Abstrak

Penelitian ini bertujuan untuk menganalisis hasil belajar siswa dalam teknik dribbling bola basket pada kelas VII SMP Negeri 1 Sembawa Banyuasin untuk tahun ajaran 2024/2025. Keterampilan dribbling merupakan keterampilan dasar yang sangat penting dalam permainan basket karena berfungsi untuk mengontrol bola, menghindari lawan, dan menciptakan peluang serangan. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan metode survei, di mana seluruh 64 siswa kelas VII digunakan sebagai sampel penelitian dengan teknik sampling total. Data dikumpulkan melalui tes keterampilan dribbling zig-zag menggunakan lima rintangan, dan hasilnya dikategorikan ke dalam empat tingkat kemampuan, yaitu sangat buruk, buruk, cukup baik, dan baik. Hasil menunjukkan bahwa sebagian besar siswa berada dalam kategori rendah (50%), diikuti oleh kategori baik (25%), cukup (15,6%), dan sangat buruk (9,4%). Temuan ini menunjukkan bahwa keterampilan dribbling siswa secara umum masih rendah dan perlu ditingkatkan melalui latihan yang lebih intensif serta penerapan metode pembelajaran yang bervariasi dan menarik. Oleh karena itu, hasil penelitian ini diharapkan dapat menjadi dasar bagi guru pendidikan jasmani dalam meningkatkan strategi pembelajaran basket agar siswa lebih aktif, terampil, dan termotivasi untuk meningkatkan keterampilan dribbling mereka.

Kata kunci: Dribbling, Bola Basket, Hasil Pembelajaran, Pendidikan Jasmani.

Abstract

This study aims to analyze the learning outcomes of basketball dribbling students in grade VII of SMP Negeri 1 Sembawa Banyuasin for the 2024/2025 school year. Dribbling skills are a very important basic skill in the game of basketball because they function to control the ball, avoid opponents, and create attack opportunities. This study uses a quantitative descriptive approach with a survey method, where all 64 students of grade VII are used as a research sample with a total sampling technique. Data was collected through a zig-zag dribbling skill test using five obstacles, and the results were categorized into four levels of ability, namely very poor, poor, good enough, and good. The results showed that most students were in the low-income (50%) category, followed by the good (25%), fair (15.6%), and very poor (9.4%) categories. These findings show that students' dribbling skills in general are still low and need to be improved through more intensive practice and the application of varied and interesting learning methods. Thus, the results of this study are expected to be the basis for physical education teachers in improving basketball learning strategies so that students are more active, skilled, and motivated to improve their dribbling skills.

Keywords: Dribbling, Basketball, Learning Outcomes, Physical Education.

1. INTRODUCTION

Physical education is an integral part of the education system, which has an important role in developing the potential of students as a whole, both from physical, mental, and social aspects. Through physical education activities, students are not only required to master motor skills, but are also expected to be able to cultivate values such as discipline, cooperation, and responsibility. According to Suryadi and Hidayat (2020), physical education serves as an effective medium for character formation because it integrates physical activity with the cultivation of values such as discipline, cooperation, responsibility, and sportsmanship in students. Therefore, physical education not only functions as a means of physical fitness, but also as a vehicle for learning life values. Moreover, Arifin et al. (2021) state that systematic evaluation of physical education learning at the junior high school level is essential to ensure

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that learning objectives, teaching processes, and student outcomes are aligned and optimally achieved.

At the junior high school (SMP) level, physical education includes various sports adapted to the national curriculum, one of which is the game of basketball. Basketball is taught with the aim of training students' motor skills through activities that combine elements of speed, precision, coordination, and teamwork. According to Kurniawan and Ramadhan (2022), basketball learning conducted through a well-planned instructional program has a significant effect on improving junior high school students' motor skills, demonstrating that structured basketball lessons can enhance students' basic techniques and overall outcomes. Further, Budi et al. (2019) report that research on basic basketball techniques at the junior high school level shows that students' mastery of passing, dribbling, and shooting is generally still moderate, requiring more systematic and intensive training.

The game of basketball itself emphasizes mastery of various basic skills such as passing, shooting, dribbling, and defense. According to Handayani et al. (2024), mastery of basic basketball techniques such as passing, dribbling, and shooting is a key determinant of students' game performance at the junior high school level. Putra and Santoso (2021) add that using a tactical approach in teaching basic basketball techniques makes learning more interesting and meaningful, since game-like situations allow students to apply these skills in authentic contexts. In addition, Rahmadani and Syafitri (2023) explain that cognitively affective-based learning emphasizes not only psychomotor skills such as dribbling but also students' understanding, decision-making, and attitudes that optimize skill learning.

Dribbling skills are among the most essential basics in basketball, forming the foundation for effective ball control. Without good dribbling mastery, a player will find it difficult to maneuver or create scoring opportunities. According to Wahyudi (2020), dribbling is one of the fundamental techniques in basketball and is typically introduced first to beginners because mastering correct dribbling is crucial for control during play. Firmansyah (2022) observed that students often face difficulties when learning dribbling, passing, and shooting, largely due to limited practice time, lack of models, and insufficient mastery of fundamental movements. Similarly, Gunawan (2021) reported that extracurricular basketball students' basic technical skills, including dribbling, are generally moderate, indicating the need for improved training programs.

In addition to its technical function, dribbling also helps players control the tempo of the game. According to Pratama and Hidayat (2021), there is a significant relationship between dribbling ability and overall game performance meaning students with better dribbling skills tend to perform better. Furthermore, Riyanto (2019) showed that speed and agility strongly influence dribbling, contributing more than 80% to variations in performance. Subakti (2020) also confirmed that large-ball games can improve students' gross motor coordination, which underlies smooth dribbling execution.

Technically, dribbling involves coordination between hands, eyes, and body. Success is influenced by arm muscle strength, wrist flexibility, and rhythm control. Kurniawan and Saputra (2022) found that coordination and muscle strength contribute significantly to adolescent players' dribbling ability, while Nurhadi (2020) demonstrated that hand-eye coordination strongly relates to dribbling performance in junior high school students. Meanwhile, Nur et al. (2020) stated that fundamental motor skills serve as building blocks for sport-specific abilities like basketball dribbling. Yusuf (2019) further found that repeated

fundamental movement drills significantly enhance students' dribbling test scores, emphasizing the importance of consistent practice.

Beyond physical aspects, psychological factors also play a role. Sari (2020) found that self-confidence has a significant positive impact on basketball skill performance, including dribbling. Combining physical and cognitive elements in dribbling training proved effective in improving accuracy and control (Rinaldi & Yusuf, 2023). Similarly, Wulandari (2022) reports that training programs using varied dribbling drills increase accuracy more effectively than monotonous repetitions. The use of interactive multimedia also enhances understanding and execution of basic movements (Yuliatotok & Sukoco, 2019), while Ihsan et al. (2022) noted that digital basketball learning media effectively boost motivation and engagement among students.

In school physical education, dribbling skill is a key indicator for assessing learning outcomes. Through dribbling instruction, students are not only trained in technique but also taught decision-making and teamwork. According to Fathurrahman and Nuraini (2021), enjoyable and fun learning significantly increases motivation, while Hidayat and Syafitri (2023) emphasize that varied teaching methods enhance motor skills and learning outcomes in ball games. This is in line with Hariyanto (2020), who reported that athletic and big-ball learning models effectively improve movement skills and understanding. Hence, structured yet enjoyable methods ensure higher learning engagement. Saputra and Muharram (2021) confirmed that applying modified learning and varied equipment increased dribbling outcomes among seventh-graders, and Sandi (2019) found that small-sided basketball games improved fundamental techniques effectively.

Dribbling skills thus have strategic roles in learning basketball at school. Haryono (2022) concluded that training variation significantly improves students' dribbling skills, while Sutrisno (2023) confirmed that zig-zag dribbling exercises effectively enhance agility. Furthermore, Wicaksono (2022) shows that paired practice enables students to give and receive immediate feedback, improving mastery and motivation. Therefore, teachers are expected to design systematic and adaptive dribbling training programs based on these findings. Evaluations should also consider both cognitive and psychomotor learning (Winarno, 2020), ensuring holistic progress measurement.

Based on initial observations at SMP Negeri 1 Sembawa Banyuasin, most students still have difficulty controlling the ball when changing directions or speeds. The lack of coordination and unbalanced body position shows incomplete mastery of basic dribbling. Ramadhan (2022) found that student motivation in basketball learning during constrained conditions remained moderate to strong, proving that engagement can be maintained through creative teaching. According to Kurniawan and Ramadhan (2022), structured practice and understanding correct technique are vital. Arifin et al. (2021) and Arikunto (2019) similarly emphasize the importance of program and learning evaluations for continuous improvement. The low skill level can also stem from limited learning time, inadequate facilities, and conventional teaching (Hidayat & Syafitri, 2023). The research, hence, is titled "Analysis of Basketball Dribbling Learning Outcomes of Grade VII Students of SMP Negeri 1 Sembawa Banyuasin". It aims to identify students' dribbling levels and factors influencing them. The study also intends to provide references for more effective learning designs at the junior high school level.

2. METHOD

This study uses a quantitative descriptive approach with a survey method. This approach was chosen because it is suitable for describing and analyzing real conditions on the court objectively through numerical data obtained from the results of basketball dribbling skills tests. According to Sugiyono (2021), quantitative descriptive research aims to provide a systematic, factual, and accurate picture of the facts or phenomena being researched. In the context of this study, the survey method allows researchers to obtain data directly from students through standardized skill measurement. The data collected was then analyzed to find out the level of students' ability to dribble, as well as the extent to which the variation in ability was spread among respondents. Susanto (2019) also emphasized that basketball skill tests for junior high school students must suit developmental characteristics and objectively measure technical proficiency. Thus, the results of this study can provide relevant information for physical education teachers in designing a more effective exercise program that is in accordance with the needs of students.

The population consisted of 64 seventh-grade students, using total sampling due to manageable size. This ensures representativeness and accuracy of the findings. In this study, all grade VII students of SMP Negeri 1 Sembawa Banyuasin for the 2024/2025 school year, which consists of two classes with a total of 64 students. This population was chosen because it was considered to have characteristics relevant to the focus of the study, namely dribbling ability in a basketball game at the junior high school level. According to Arikunto (2019), population is a whole of research subjects that have certain traits or characteristics that are determined by researchers to be studied and then drawn conclusions.

In this study, the researcher used the total sampling technique, which is a sampling technique in which all members of the population are used as research samples. This technique is used because the population is relatively small, and it is still possible to reach it entirely. Thus, the research sample amounted to 64 students, all of whom came from class VII. The use of total sampling is also expected to provide more accurate and representative results on the condition of students' basketball dribbling ability at SMP Negeri 1 Sembawa Banyuasin, because every individual in the population has the same opportunity to be assessed.

The instrument used was the zig-zag dribbling test, adapted from AAHPERD standards. Zig-zag drills are proven effective in increasing agility and dribbling performance (Sutrisno, 2023). Preparation included ensuring proper equipment and standardized procedures. Test results were categorized into four levels: excellent, good, fair, and poor, to yield objective and measurable data (Arifin et al., 2021). The test implementation stage was carried out by asking each student to dribble zig-zag through five obstacles that had been arranged. At the same time, each participant's travel time was recorded using a stopwatch to ensure the accuracy of the measurement. Furthermore, at the assessment stage, the results of the time obtained by students are converted into grades and categorized into four levels of ability, namely excellent, good, adequate, and poor, according to the assessment criteria that have been set. This procedure is designed so that the implementation of the test is objective, measurable, and can describe the student's dribbling ability as a whole.

Data analysis was carried out using descriptive statistics with the formula:

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

Description:

P = Percentage

F = Frequency of students per category

N = Number of students (58)

3. RESULT AND DISCUSSION

The data obtained in this study are the result of a basketball dribbling skills test conducted by grade VII students of SMP Negeri 1 Sembawa Banyuasin. The data was collected through direct measurements using test instruments that had been prepared in accordance with the research procedure. The results of this study aim to provide an overview of the level of students' ability to dribble, as well as to be the basis for evaluating the effectiveness of physical education learning, especially in basketball materials. The following presents the results of data analysis obtained from the implementation of the student basketball dribbling skills test. Based on the results of the basketball dribbling test conducted on 64 grade VII students of SMP Negeri 1 Sembawa Banyuasin, the following data were obtained:

Table 1. *Distribution Data on the Frequency of Student Dribbling Results*

Category	Frequency (Student)	Percentage (%)
Good	10	15,6
Fair	16	25,0
Poor	32	50,0
Very Poor	6	9,4
Sum	64	100

Most students (50%) are in the "poor" category, indicating technical difficulties with ball control and direction changes. This result aligns with Gunawan (2021) and Budi et al. (2019), who found moderate skill levels requiring enhancement. Students' issues mainly arise from limited varied practice and monotony. Wicaksono (2022) states that pair-based practice significantly improves outcomes by enabling peer feedback. Sandi (2019) also showed that small-sided games enhance overall performance. Fathurrahman and Nuraini (2021) confirm that fun learning increases motivation, which is essential for consistent skill growth. To provide a clearer picture of the distribution of learning outcomes, the following diagram shows the percentage of basketball dribbling ability level of grade VII students of SMP Negeri 1 Sembawa Banyuasin.

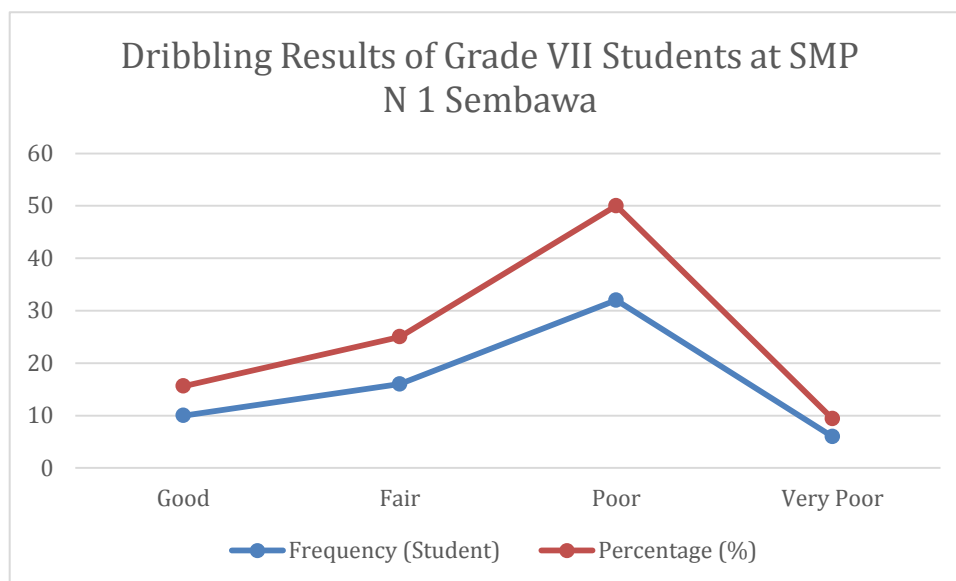


Figure 1. Dribbling Learning Outcome Line Diagram for Grade VII Students of SMP N 1 Sembawa

Based on the diagram above, it can be seen that most of the students are still in the poor category in basketball dribbling skills. This shows that the mastery of basic dribbling techniques still needs to be improved through directed and continuous training. In addition, physical education teachers need to implement a variety of more interesting learning methods, such as the use of small games or paired exercises, so that students are more motivated and actively participate in the learning process. With the improvement of learning strategies and an increase in the intensity of training, it is hoped that students' dribbling skills can develop significantly in the next meeting or evaluation. The majority of students are not yet able to control the ball stably when dribbling, especially at high speed or a change of direction. Kurniawan & Saputra (2022) and Riyanto (2019) highlight physical conditioning as key, while Nurhadi (2020) stresses the role of coordination in sustaining control. The use of digital and multimedia learning tools (Ihsan et al., 2022; Yuliatotok & Sukoco, 2019) may also enrich practice quality and focus. Moreover, Subakti (2020) notes that large-ball exercises can support gross-motor preparation for controlled dribbling. Thus, teachers should adopt creative approaches such as game-based learning (Rinaldi & Yusuf, 2023) and modified drills (Wulandari, 2022) to optimize results.

4. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the level of basketball dribbling skills of grade VII students of SMP Negeri 1 Sembawa Banyuasin is still generally not good. Of the total 64 students who were in the research sample, it can be concluded that most students' dribbling ability remains at a low level 50% poor, 25% fair, 15.6% good, and 9.4% very poor. Contributing factors include insufficient practice, limited resources, and conventional teaching. Improvement strategies include applying varied, game-based, multimedia-supported drills and ongoing evaluations. Structured use of modified games and adapted equipment can substantially raise students' mastery in subsequent learning cycles. Therefore, efforts are needed to improve the learning process of physical education, especially in basketball materials, through the application of more varied, interactive, and appropriate training methods so that learning outcomes can increase significantly.

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