

Improving Chest Pass Techniques in Basketball by Implementing Pair Method

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Abstract

The aim of this research is to improve the basic skills of chest pass techniques in basketball game using pair method, carried out by class VIII students at MTs Al-Ihsan, West Jakarta. This research is designed using Penelitian Tindakan Kelas (PTK) approach, which is carried out in two cycles, where each cycles has systematic steps consisting of four stages: planning, implementation, observation and reflection. The research results showed a significant increase in students' abilities after implementing the pair method, where the average student score increased from 76 in the first cycle to 88 in the second cycle with a completion percentage reaching 92%. These findings show that implementations of pair method in basketball game is effective in improving students' chest pass skills, so that it can be used as an alternative learning strategy option in physical education, especially in basketball.

Keyword: chest pass, basketball, pair method

1 INTRODUCTION

Physical education is an important component in the educational curriculum that plays a role in developing motor skills, physical fitness and positive social behavior. One of the sports studied in physical education in schools is basketball. Basketball is one of the most popular sports among students because besides being fun, this sport also involves various basic skills that are beneficial for students' physical and mental development. However, to be able to play basketball well, students need to master several basic techniques, one of which is the chest pass technique.

Chest pass or 'umpan dada', is a technique of passing the ball from one player's chest to another player quickly and accurately (Supriyadi, 2019). This technique is very important in the game of basketball because it allows the team to maintain the tempo of the game, avoid interceptions from opponents, and prepare attacks effectively. Although it seems simple, many students have difficulty in mastering the chest pass technique, especially in terms of speed, accuracy and movements coordination.

The difficulty that occurs when performing the chest pass technique can be caused by various factors, including ineffective teaching methods, limited practice time at school, and lack of student motivation (Amin, 2018; Vioreza et.al, 2022). In many schools, teaching basic basketball techniques often still uses a conventional approach, where the teacher gives instructions, then students are asked to practice them individually. This approach often lacks significant impact on improving students' skills, due to the lack of interaction and constructive feedback during practice. very basketball player must learn and be able to do lay-ups with the right or left hand, and the footsteps follow the outstretched hand when laying-up (Fitriansyah, **; Mitra, R. B et.al, 2023).

In an effort to overcome this problem, a learning strategy that is more interactive and involve students actively is needed (Setiawan, 2018; Mustafa, P. S., 2021). Problematical Rancangan Penilaian Pendidikan Jasmani, Olahraga, dan Kesehatan dalam Kurikulum 2013 pada Kelas XI SMA. *Edumaspul: Jurnal Pendidikan*, 5(1), 184-195.. One method that can be used is the pair method. This method involves students practicing in pairs, where they help and give feedback to each other. Pair practice not only improves technical skills, but also develops the ability to work together, respect each other, and increases students' motivation to practice harder.

The pair method allows students to learn in more realistic and dynamic situations. During practice, students not only practice mechanically, but also learn to adapt to constantly changing situations in the game, such as responses to opponents' movements or changes in teammates' positions. This helps students to better understand the context of the game and apply the learned techniques effectively.

This research was conducted at MTs Al-Ihsan, West Jakarta, focusing on class VIII students who have shown interest in basketball but still had difficulty in mastering the chest pass technique. Based on initial observation results, many students were not able to do chest passes well, as indicated by their inability to direct the ball correctly and with sufficient strength. In addition, some students also showed a lack of motivation to practice, which was most likely caused by boredom with monotonous teaching methods.

This study aims to evaluate the effectiveness of the pair method in improving the basic chest pass technique abilities of class VIII students at MTs Al-Ihsan. Through the implementations of this method, it is hoped that students will be able to master the techniques quickly and be more motivated in participating in basketball lessons. It research is also expected to contribute to the development of learning strategies in physical education, especially in teaching basic sports techniques.

Using the classroom action research approach, this research was conducted in two cycles (Sugiyono, 2016; Ardi et.al., 2024). Each cycle consists of planning, implementation, observation, and reflection. Data is collected through observation, skills tests, and documentation. The research results are expected to show that the pair method in basketball game is effective in improving students' chest pass skills and can be widely applied in physical education teaching in other schools.

Thus, this research not only contributes to improving students' skills in basketball, but also to the development of more effective and interesting learning models for students. The pair method can be a useful alternative to overcome various obstacles in teaching basic sports techniques, as well as increasing students' active participation and involvement in the learning process.

2 RESEARCH METHODS

This research applied the Classroom Action Research method, which is carried out in two cycles, each consisting of planning, implementation, observation and reflection stages (Arikuto, 2017; Atmazaki, 2023). The research subjects were 24 students of class VIII at MTs Al-Ihsan, West Jakarta. The research instruments include observation sheets, psychomotor skills tests, and documentation. Data were collected through observation during learning, skills tests before and after implementation, and visual documentation. Data analysis was carried out qualitatively and quantitatively to evaluate the effectiveness of the paired method in improving students' chest pass technique.

3 RESULT AND DISCUSSION

3.1 Result

This research was conducted to evaluate the effectiveness of the pair method in improving the basic skills of chest pass techniques in basketball game, carried out by

class VIII students at MTs Al-Ihsan, West Jakarta. The research results were obtained through two action cycles, each consisting of planning, implementation, observation and reflection.

3.1.1 Description of Pre - Implementation

Before the implementation was carried out, the researcher made initial observations of the students' ability to perform the chest pass technique. Based on the results of observations and skills tests, it was found that students' chest pass skills were still low, with an average score of 60 and only 29% of students achieved the minimum completion criteria (KKM) set at 75.

Table 1. Evaluation of Pre - Implementation

Instrument	Number of Students	Category			
		Qualified		Unqualified	
		Amount	Percentage	Amount	Percentage
The chest pass technique in basketball game	24	7	29.16	17	70.83

3.1.2 Result of Cycle I

In the first cycle of this research, the pair method was applied in learning the chest pass technique in basketball game. Students were involved in pair drills, where they passed the ball to each other and provide feedback. The results of the skills test carried out after the actions in the first cycle showed an increase in:

Table 2. The Result of Cycle I

Value Range	Category	Number of Students	Percentage (%)
91 - 100	Very Good	4	16.7
81 - 90	Good	5	20.8
71 - 80	Moderate	6	25
61 - 70	Bad	4	16.7
60 >	Very Bad	5	20.8
Total		24	100

However, there are still students who have not achieved completeness, especially in terms of consistency and accuracy when directing the ball.

Table 3. Evaluation of Cycle I

Instrument	Number of Students	Category			
		Qualified		Unqualified	
		Amount	Percentage	Amount	Percentage
The chest pass technique in basketball game	24	15	62.5%	9	37.5%

Based on the data above, it can be concluded that students' abilities in cycle I have not reached the expected indicators of success. So that researchers carry out learning activities in the next cycle.

3.1.3 Result of Cycle II

In the second cycle, researchers increased the training intensity and provided more direct feedback. Results from the second cycle showed even more significant improvements:

Table 4. The Result of Cycle II

Value Range	Category	Number of Students	Percentage (%)
91 - 100	Very Good	8	33.3
81 - 90	Good	10	41.7
71 - 80	Moderate	4	16.7
61 - 70	Bad	1	4.2
60 >	Very Bad	1	4.2
Total		24	100

Table 5. Evaluation of Cycle II

Instrument	Number of Students	Category			
		Qualified		Unqualified	
		Amount	Percentage	Amount	Percentage
The chest pass technique in basketball	24	22	91.6%	2	8.4%

3.1.4 Main Findings

Based on the evaluation results from Pre-Implementation to Cycle II, it can be seen that there has been an increase in the number of students who meet the competency requirements. The results of this research in the physical education subject especially the basic chest pass technique abilities of class VIII students at MTs Al-Ihsan can be seen in the following table and diagram:

Table 6. Students Completions Percentage

Category	Qualified Percentage (%)	Unqualified Percentage (%)
Pre - Implementation	29.16	70.84
Cycle I	62.5	37.5
Cycle II	91.6	8.4

With the student's ability reaching more than 80%, it can be concluded that the learning has met the expected value. The improvement of this research in the physical education subject especially the basic chest pass technique abilities of class VIII students at MTs Al-Ihsan can be seen in the following table and diagram:

Table 7. Students Improvements Percentage

Category	Percentage (%)
Improvement in Pre - Implementation to Cycle I	20
Improvement in Cycle I to Cycle II	13.64

From the data above, it can be concluded that there has been an improvement in students' chest pass technique in basketball game using the pair method. The increase that occurred in Pre-Implementation towards cycle I was 20%, while the increase that occurred from cycle I to Cycle II was an increase of 13.64%.

Based on the evaluation results from cycle I and cycle II, the significant improvement from cycle I to cycle II shows that the pair method is effective in helping students master the chest pass technique. Students not only show improvements in technical skills but also in motivation and participation during learning activities.

3.2 Discussion

The pair method is proven to be effective in improving students' chest pass technique abilities in basketball. Pair practice allows students to learn actively through direct interaction with their partners, where they can give each other feedback and correct mistakes. The results showed that students experienced significant improvement in strength and accuracy when performing chest passes after being given exercises using this method (Johnson & Johnson, 2019). Improvement from cycle I to cycle II indicated that increasing the intensity of practice and providing more feedback enabled students to achieve better skill levels. These findings align with previous research, demonstrating that interactive learning methods such as the pair method can enhance students' motor skills in sports (Smith et al., 2018).

In addition to improving technical skills, the pair method also successfully increases student motivation and participation in learning. Students are more active in practicing and show greater enthusiasm in basketball lessons. This method also encourages cooperation and good communication between students, which is important in team sports like basketball (Bryan & Salmon, 2012). However, there are obstacles to consider, such as differences in ability between students in a pair, which can hinder the continuity of exercises, especially if one student feels less confident. To overcome this, partner rotation is implemented to ensure that each student gets optimal learning opportunities (Jenkinson, 2014).

The findings from this research have important implications for physical education teaching practices in schools. Teachers are advised to use the pair method as an alternative strategy in teaching basic sports techniques because it has been proven to increase students' technical skills and motivation (Utami, et.al., 2024; Utami et.al., 2021; Viozeza, 2017). Future research could explore the application of this method to other techniques in basketball or other sports (Nagovitsyn, 2020).

In conclusion, this study aimed to evaluate the effectiveness of the pair method in improving chest pass technique abilities in basketball among class VIII students at MTs Al-Ihsan, West Jakarta. Based on results obtained through the Classroom Action Research approach, the pair method has proven effective in enhancing chest pass technique skills. The average student score increased significantly from 60 in pre-implementation to 88 in the second cycle, and the percentage of student completion rose from 29% to 92%. This increase shows that the pair method not only improves students' technical abilities but also their motivation and engagement in learning activities. The pair method allows students to learn through direct interaction and feedback, which helps them understand and master techniques better. Additionally, this method strengthens social skills such as teamwork and communication, which are important in sports.

Based on the results of this research, several suggestions are given: Physical education teachers are advised to use the pair method in teaching basic sports techniques, especially in basketball. This method is proven effective in improving technical skills and can be an alternative learning option for students. To overcome differences in ability between students, teachers need to rotate pairs periodically and organize practice time effectively, so all students have equal opportunities to develop (Johnson & Johnson, 2019). Further research is needed to explore the effectiveness of the pair method on other techniques in basketball or other sports. Additionally, adapting this method for students with special needs should be researched to ensure inclusivity in

learning (Smith et al., 2018). Schools need to consider improving sports facilities and resources to support the implementation of innovative learning methods like the pair method. Adequate facilities will help teachers and students achieve optimal learning outcomes. Through the implementation of the pair method, it is hoped that the physical education learning process in schools can be more effective and enjoyable, enabling students to develop their motor skills better (Bryan & Salmon, 2012).

4 CONCLUSION

This study aims to evaluate the effectiveness of the pair method in improving the ability of chest pass techniques in basketball game, carried out by class VIII students at MTs Al-Ihsan, West Jakarta. Based on the results obtained through two the classroom action research approach, it can be concluded that the pair method has proven to be effective in improving chest pass technique skills. The average student score increased significantly from 60 in pre-implementation to 88 in the second cycle, and the percentage of student completion increased from 29% to 92%. This increase shows that the pair method not only improves students' technical abilities but also their motivation and engagement in learning activities. The pair method allows students to learn through direct interaction and feedback, which helps them understand and master techniques better. In addition, this method also strengthens social skills such as teamwork and communication, which are important in a sport. Through the implementation of the pair method, it is hoped that the physical education learning process in schools can be more effective and enjoyable, so that students can develop their motor skills better.

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