

The Effectiveness of Prefix-Less Jump Shots on Performance: A Study of Methodist Middle School Extracurricular Basketball Team

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Abstract

The purpose of this study was to find out whether jump shoot exercises without prefixes are more effective for jump shoot results or vice versa jump shoot exercises without prefixes are less effective in extracurricular methods at SMP Methodist Kel. Penjagalan Kec. Penjaringan, North Jakarta. The research method used is the actual experimental design research method with the application of the Pretest - Posttest control group design. In this study, the data was obtained through the ability of the participants to perform the Jump shoot basketball technique through a research instrument test. The results showed that in the experimental group from the results of the jump shoot test without a prefix a total of 11 players, 18% (Two) players were included in the Very Good criteria, 37% (Four) players included in the "Good" criteria, 27% (Three) Players are included in the "Fairly Good" category and 18% (Two) players fall into the Poor criteria. Based on the results of the research and discussion above, it can be concluded that the problems of jump shoot techniques that often occur in the field, especially those related to the jump shoot practice process, really need to be carried out various needs analysis.

Keyword: Basketball, Experimental exercises design, Jump shoot.

1 INTRODUCTION

Basketball has developed into a new sport that is more refreshing and liked by all people, there are many variations and movement techniques that can be played in this sport, the game of basketball is a team sport played by two teams, each team consisting of five people players who are increasingly favored by the public in general, especially by students and university students. The team that puts the most balls into the basket wins the game of basketball. Through this basketball sport, many benefits are obtained by teenagers in terms of physical, mental and social growth. And this basketball game is the most popular game in Indonesia and even in the world, which often amazes its audience, especially in its home country, the United States, which is known for its National Basketball Association competition, its level of popularity exceeds football.

The game of basketball in Indonesia itself is currently experiencing very good development as evidenced by the emergence of several formidable clubs throughout the archipelago and the development of coaching excellent basketball athletes among students at the school level and at the tertiary level, which in turn has many competitions. basketball competition held annually at regional to national level, in this case the Indonesian Basketball League, even tournaments between amateur clubs and student events. This exercise is very helpful for training a friend or partner to rebound and can practice passing the ball back quickly. This drill or exercise usually involves at least seven positions, but we can adjust it to the needs and situations on the field. This exercise must move from place to place every time you shoot, do it quickly and with several shots. We can start with shooting lay-ups, three-points, jump shots or free throws where free throws until we really

master the shooting practice. Shooting or shooting is the most basic technique in playing basketball that all basketball players need to master and practice regardless of their position.

The ability to shoot or shoot and put the ball into the basket will certainly help the team collect points, whether it's a two-pointer, three-pointer or free throw, which is the main goal of this sport. Therefore to master the basic shooting techniques in basketball, we need to understand the concept of BEEF. In a basketball competition or match where mastery of technique is very important. Penjaringan, North Jakarta. This is because the team has poor ability in the technique, process and results of a basketball jump shoot, so it is necessary to have knowledge of the basic techniques of good basketball that have been implemented, especially knowledge and application regarding shots, especially the ability to jump shoot. This is due to the rise of basketball club associations in big cities and small towns at schools, or what is also known as extracurricular activities. Extracurriculars are activities outside of school hours that aim to develop students' existing interests and talents and improve their achievements.

Based on the background of the problem, the following problems can be identified: Is the effectiveness of the jump shoot exercise without a prefix on the results of the jump shoot at the Methodist Middle School basketball extracurricular really relevant for Methodist Middle School basketball extracurricular participants? How is the jump shoot practice process without a prefix to the results of jump shoot shots in Methodist Middle School basketball extracurriculars? Is the jump shoot practice without a prefix very effective in the process of getting good jump shoot results in Methodist Middle School basketball extracurriculars?

In this study, the researcher limited the problem to the application of coaching style exercises to develop basic basketball jump shoot technical skills at Methodist Junior High School Kel. Butchery District. Penjaringan, North Jakarta to get more effective jump shooting results.

It is hoped that the results of this research can become input for trainers and be useful both theoretically and practically. Theoretical Benefits: From the results of the research conducted, it is hoped that the development of knowledge can enrich their insights, especially those related to the world of education, sports and especially basketball, can always make a conceptual contribution to similar research. Practical Benefits: From the STKIP Kusuma Negara Higher Education perspective, this research can improve academic quality for sports education study program students as prospective teachers and professional coaches, from the basketball extracurricular side of Methodist Middle School, this research serves as material for evaluating performance in the training process activities, From the side of student educators or trainers, this research can be used as input and apply basic techniques of effective and efficient training and the creation of the effectiveness of basketball at the school level.

2 RESEARCH METHODS

The research method used is the actual experimental design research method (True Experiment Design) with the application of the Pretest-Post Test Control Group Design. Shot (shooting) from a distance using the power or encouragement of the legs, back and shoulders. Smooth rhythm and perfect follow through will increase the shooting distance. The jump shoot is accompanied by a jump and then at the peak of the jump shoot the ball with your arms, wrists and fingers with all the energy in a one hand set shoot, lift the ball simultaneously with your legs, back and shoulders stretched up (Wisehall, 2020:47). The True Experiment Design research design has the characteristics of taking research samples based on individuals and populations. These individuals were divided into two groups, namely the control group and the experimental group (Hikmawati Fenti, 2020: 147).

Validity, namely the ability of a design to answer the questions examined, Reliability, namely the quality that shows the stability (consistency) of the equivalence; or the stability

of a measurement made. Reliability indicates that an instrument can be trusted to be used as a data collection tool if it is good, if the data is correct and appropriate then no matter how many times it is repeated it will remain the same. In this study the technique used in reliability testing was a test-retest. The reliability coefficient that is produced because it shows the consistency of the subject in time, is called the stability coefficient (Maolani Rukaesih A, 2016: 132).

Pretest-Posttest control group research (The Pretest-Post Test Control Group Design) in this design there are two groups that are randomly selected, then before being subjected to treatment (treatment) given an initial test (Pre test) and after that given treatment (treatment) is complete measurement or re-test given (Post test).

The population of this study was the Methodist Middle School extracurricular basketball team Kel. Butcher Kec. Penjaringan, North Jakarta. Meanwhile, the sample of this study was the 7th and 8th grade players in the Methodist Middle School basketball extracurricular Kel. Butcher Kec. Penjaringan, North Jakarta.

The instrument used in this assessment is through a test, namely: jump shoot without a prefix with the implementation of a modified jump shoot skill test. The first thing to do is warm up to get used to jump shooting with a shooting distance of 3 meters in front of the basket. For the jump in shooting hold the ball higher than the shot. Try to jump in a balanced state so that players can shoot without difficulty and land in balance in the same place when the player jumps.

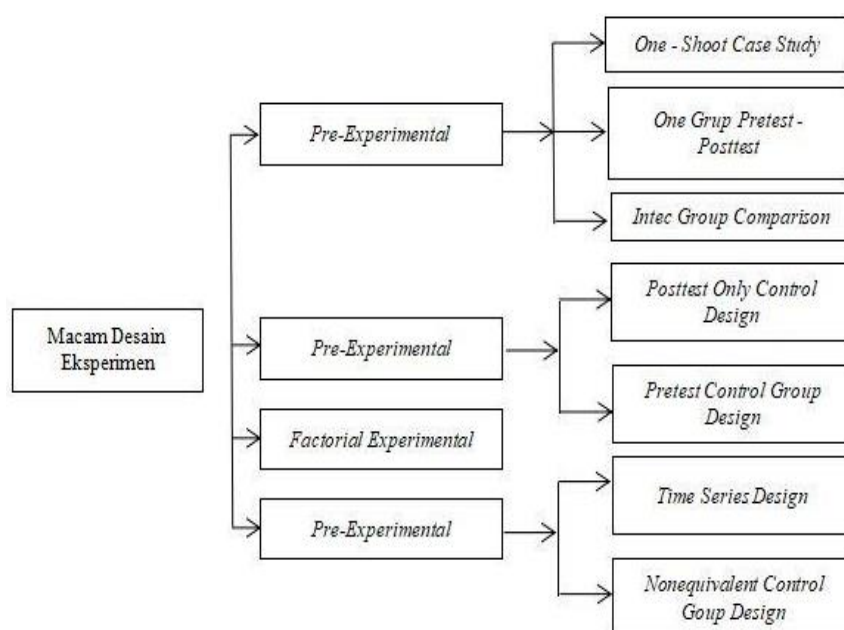


Figure 1. Experimental Forms Used in Research

The hand position remains in the follow through until the ball falls to the floor. Successful target of 5 points in 1 minute of shooting. Furthermore, after the warm-up test, enter the ball with 5 shots in a row and then increase the distance. After making 5 consecutive shots from 4 meters then moving back to the line of fire 5 meters from the backboard. Continue by increasing the distance of 1 meter so that it becomes 6 meters and then continue with a distance of 7 meters or a 3-point shot distance. Target success : 10 consecutive shots from each distance. The research instrument is basically a measurement effort, so the measuring instrument in research is called a research instrument. The number of research instruments depends on the number of research variables that have been set to be studied. If the variable is three, then the number of assessment instruments used is three (Hikmawati Fenti, 2020:31). Therefore, before conducting research, researchers seek validity testing and reliability testing.

3 RESULT AND DISCUSSION

From the data of the Jump shoot movement technique without a prefix, the result is that the Jump shoot initial movement technique greatly influences the results of the jump shoot in the sample. As for the description of the results of the treatment (treatment) which can improve the results of techniques and good basketball jump shoot movements. There are many ways that can be used to test sample normality, there are two ways to test normality, namely by testing with normal probability paper and using the Chi-square formula (Arikunto, 2013: 357). If the calculated Chi Square value is smaller or equal to the table Chi Square price ($h^2 \leq$), then the data distribution is declared normal, and if it is greater ($>$) then the data is declared abnormal (Sugiyono, 2021: 172).

3.1 Results of Experimental Group Data Analysis

Here is presented the results of the Jump Shoot Experiment Group without prefix on the experimental group.

Table 1. Posttest Results of the Jump Shoot Experiment Group without prefix
Test results (10 shots)

No	Code	Gender	Distance of the Jump Shoot (Meters)					Total Poin	Kriteria
			3 m	4 m	5 m	6 m	7 m		
1	BB	L	10	9	5	3	2	29	B
2	CG	P	8	7	4	2	2	23	CB
3	DM	L	10	9	5	4	2	30	SB
4	DW	L	10	9	5	4	2	30	SB
5	EC	P	9	8	4	1	1	23	CB
6	GF	P	8	10	4	2	0	24	CB
7	JA	L	10	8	5	3	2	28	B
8	KO	P	7	6	3	1	1	18	K
9	MJ	L	10	10	5	2	2	29	B
10	MY	L	7	5	3	2	1	18	K
11	NA	L	10	10	5	2	2	29	B

Table 1 shows that the data presented above are data obtained from the experimental group data given to Methodist Middle School basketball extracurricular students. The largest value = 30 and the smallest value = 18, while the range value = 12, the number of classes = 4, the class length value (i) = 3. Based on the calculation above, an average value (mean) of 25.5 can be obtained with a value the mode is 29 found in the jump shoot test results which are 18,18, 23, 23, 29, 29, 29, 29, 30 and 30 with a total of 255 and an average of 25.5, then the standard deviation value (standard deviation) is 4.59 and the median value is in the 6th data with the median value 29 with a lower limit interval value of 17.5 and an upper limit of 33.5.

Table 2. Difference in Area 0-Z lower and upper limits

No	Z	Area 0-Z bottom edge	Z	Area 0-Z top edge	Wide Difference 0-Z
1.	-1.74	0.4591	-0.87	0.3078	0.1513
2.	-0.87	0.3078	0.22	0.0871	0.2207
3.	0	0.0000	0.87	0.3078	-0.3078
4.	0.87	0.3078	1.74	0.4591	-0.1513

So the expected frequency (E_i) from the observations (O_i) for the variable jump shoot ability of Methodist Middle School basketball extracurricular students is.

Table 3. Expected frequency based on area difference

No	class limit	Z	Area 0-Z	The area of each class interval	(Ei)	(Oi)
1.	17.5	-1.74	0.4591	0.1513	1.66	2
2.	21.5	-0.87	0.3078	0.2207	2.43	3
3.	25.5	0	0.0000	-0.3078	-3,38	4
4.	29.5	0.87	0.3078	-0.1513	-1.66	2
5.	33.5	1.74	0.4591			
						$\Sigma O = 11$

So that the experimental group data above can be described into four, namely in the criteria of "Very Good" "Good", "Enough Good" and "Poor". Out of a total of 11 players, 18% or about 2 players are included in the "Very Good" criteria, 37% or 4 players are included in the "Good" criteria, 27% or 3 players are included in the "Fair enough" category and 18% or 2 players are included. in the "Not Good" criteria from the results of the jump shoot test without a prefix.

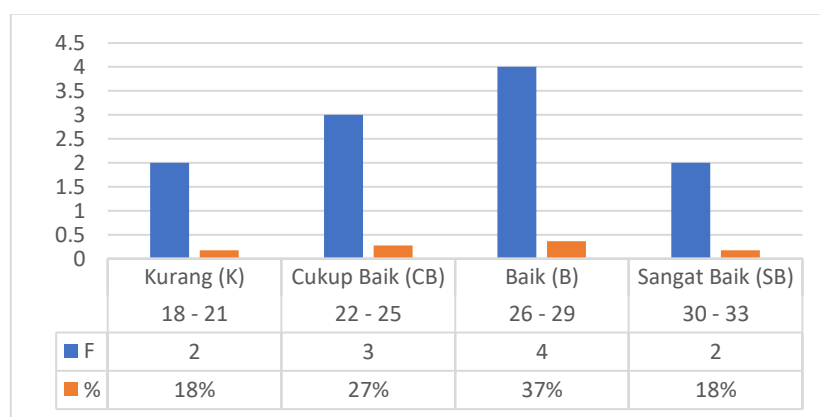


Figure 1. Posttest Experiment Group Results

3.2 Results of Control Group Data Analysis

Here is presented the results of the Jump Shoot Experiment Group without prefix on the control group.

Table 4. Posttest Results of the Jump Shoot Control Group without prefix

Table 1: Posttest Results of the Jump Shoot Control Group without prefix									
No	Name	Gender	Test results (10 shots)					Total Poin	Criteria
			Distance of the Jump Shoot (Meters)						
			3 m	4 m	5 m	6 m	7 m		
1	BP	P	10	10	10	7	4	41	SB
2	FM	L	10	10	10	6	6	42	B
3	J	L	10	10	8	5	3	36	B
4	Jer	L	10	9	7	3	3	32	CB
5	MS	L	10	10	10	7	5	42	B
6	NL	L	10	9	9	5	4	37	B
7	RD	L	10	10	7	5	5	37	CB
8	SE	L	10	10	10	10	6	46	SB
9	VG	P	9	7	6	4	3	29	CB
10	WM	L	10	9	9	5	3	36	B
Sum								378	
Avarage								37.80	

Table 3 shows that the data presented above are data obtained from the control group data given to Methodist Middle School basketball extracurricular students. The largest value = 46 and the smallest value = 29, while the range value = 17, the number of classes = 4, the class length value (i) = 4. Based on the calculation above, an average value (mean) of 37.8 can be obtained with a value the mode is 29 found in the jump shoot test results which are 18,18, 23, 23, 29, 29, 29, 30 and 30 with a total of 378 and an average of 37.80, then the standard deviation value (standard deviation) is 4.83 and the median value is in data 5.5 with the median value 41 and 42 with a lower limit interval value of 28.5 and an upper limit of 48.5.

Table 5. Difference in Area 0-Z lower and upper limits

No	Z	Area 0-Z bottom edge	Z	Area 0-Z top edge	Wide Difference 0-Z
1.	-1.93	0.4732	-0.89	0.3133	0.1599
2.	-0.89	0.3133	0.14	0.0557	0.2576
3.	0.14	0.0557	1.18	0.3810	-0.3253
4.	1.18	0.3810	2.21	0.4864	-0.1054

So that the expected frequency (E_i) from the observations (O_i) for the variable jump shoot ability of Methodist Middle School basketball extracurricular students is;

Table 6. Expected frequency based on area difference

No	Class Limit	Z	Area 0-Z	The area of each class interval	(E_i)	(O_i)
1.	28.5	-1.93	0.4732	0.1599	1.59	2
2.	33.5	-0.89	0.3133	0.2576	2.57	4
3.	38.5	0.14	0.0557	-0.3253	-3.25	3
4.	43.5	1.18	0.3810	-0.1054	-1.05	1
5.	48.5	2.21	0.4864			
						$\Sigma O = 10$

Based on the table above, it shows that the results of the jump shoot without a start on the Methodist Middle School extracurricular basketball team were included in the criteria of "Very Good", "Good", "Fair Enough" and "Poor". Out of a total of 10 players, 10% or around 1 player is included in the "Very Good" criteria then 30% or 3 players are included in the "Good" criteria then 40% or around 4 players are included in the "Good Enough" criteria and 20% or 2 players included in the "Less" category so that the jump shoot test results are without a prefix.

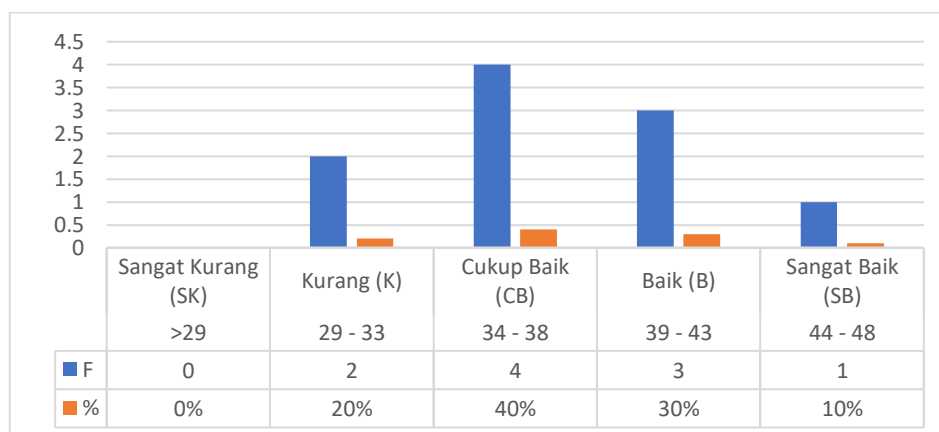


Figure 2. Control Group Posttest Results

Based on the calculation results obtained from the jump shoot test data and given the treatment or method for 14 meetings, in the Methodist Middle School basketball

extracurricular team, it was found that the jump shoot sample (experimental group) which was given the treatment (method) was more influential and developed on the results of the shots and can also be said to be equivalent to the control group which was not given treatment (method). One of the most important factors and greatly affects the ability or condition of a player in shooting (jump shoot) is regarding the position and readiness when shooting. In this position it is often referred to as the triple threat position, where in this position an attacking player must be able to immediately shoot, feed, or dribble (dribble) without having to reposition the ball or perform technical movements or position adjustments. body again.

4 CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the problems with jump shoot techniques that often occur in the field, especially those related to the jump shoot practice process, as well as forms of assessment of the implementation of these shooting techniques, it is very necessary to carry out various needs analysis. According to the results of observations from this study, the reality is that there is no scoring system that can assess the implementation of the jump shoot technique, which makes a jump shoot exercise less effective. As for the description of the results of the treatment that can improve the results of techniques and good basketball jump shoot movements.

Out of a total of 11 players from the experimental group, 18% or about 2 players were included in the criteria (Very Good), 37% or 4 players were included in the criteria (Good), 27% or 3 players were included in the category (Fair enough) and 18% or 2 players are included in the criteria (Not Good) from the results of the jump shoot test without a prefix while the control group which has jump shoot techniques and movements above the average of the experimental group which is not given treatment can obtain an average value of 37.80 with the mode value being at values are 29, 32, 41, and 46 with a frequency of 1.

5 ACKNOWLEDGEMENT

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