IJPESS
Indonesian Journal of Physical Education and Sport Science
p-ISSN 2775-765X | e-ISSN 2776-0200
Volume 3, No. 2, September 2023 Page. 296-305
http://journal.unucirebon.ac.id/index.php ijpess

Basic Basketball Technique Skill Level of the State High School Basketball Team 5 Cirebon

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Received: 01 Juli 2023, Approved: 01 August 2023, Published: 30 September 2023

Abstract

Study purpose. The purpose of this study is to determine the influence of PJOK lessons on clean and healthy living behavior (PHBS) of grade VI students of SDN Sidorejo.

Materials and methods.

The research method used by the researcher in this study is a qualitative and quantitative mixed method, with the research design using *a sequential exploratory design*. The implementation of this research was carried out at SD Negeri Sidorejo, Pekalongan Regency with a population of 180 students, and the number of research samples used was 30 grade VI students. The data collection technique used PJOK and PHBS questionnaires.

Results. The results of the study show that PJOK lessons have an influence on the PHBS of grade VI students of SDN Sidorejo, Pekalongan Regency.

Conclusion. PJOK lessons not only play a role in increasing students' physical activity, but also have a significant effect on forming clean and healthy living habits (PHBS). Through simple habits applied in schools, PJOK is able to instill students' awareness to maintain their health and the environment in a sustainable manner.

Keywords: PJOK, PHBS, Students, Primary School

DOI: https://doi.org/10.52188/ijpess.v3i2.1787

Introduction

Basketball is one of the most popular sports, fans come from all ages, especially among students and students can feel that basketball is a fun, competitive, educational, entertaining, and healthy sport. Basically, basketball is a team game but the players are also required to be able to play individually. The game of basketball is a sport that has begun to be loved and played by all age groups, from elementary school, junior high school, high school, college, from children to adults. It is evident from various competitions and events held by various agencies under PERBASI.

Along with the development of the era, many basketball game rules have been updated to adapt to the current situation and conditions. Although the rules of the game of basketball in the opinion of most people are too many, difficult, and not easy to memorize, this game is still interesting to play. There are several basic techniques in the game of basketball divided into 3 parts, namely *shooting, passing, dribbling techniques*.

Passing is one of the keys to the success of a team's attack and an element of determining shots that have a high chance of scoring (Oliver, 2007: 35), dribbling is looking for attack opportunities, breaking through the opponent's defense, or slowing down the tempo of the game (Ahmadi, 2007: 17), shooting is an effort to put the ball into the basket (Ahmadi, 2007: 18). Skill can be interpreted as an indicator of the level of proficiency or mastery of something that requires physical movement.

The game of basketball itself is a type of game that uses a large ball, played by two squads, each of which consists of five players. According to (Muhajir, 2006: 11) basketball is a game played by two squads where each squad consists of five players. Basic learning of playing basketball is usually found in the curriculum, in addition to physical education learning, one of the efforts to improve basketball skills is through extracurricular activities, namely additional activities outside of class hours, either direct guidance by physical education teachers, coaches, or creativity from oneself. Through basketball extracurricular activities, it is hoped that students can deepen and expand knowledge related to physical education subjects and can increase talents, interests, skills, and as a place to find out or achievements.

Based on the Law of the Republic of Indonesia number 3 of 2005 concerning the National Sports System article 17 paragraph 2 that educational sports are carried out in formal and non-formal education through intracurricular and extracurricular activities. SMA Negeri 5 Cirebon held extracurricular activities, one of which was basketball extracurricular in the forum of the SMA Negeri 5 Cirebon basketball team. Basketball games are one of the favorite games by students in extracurricular activities provided by the school. To improve basic skills playing basketball is not only enough with practice, in terms of the equipment used it also affects the process of improving basketball playing skills such as sufficient balls, courts that meet standards and coaches who have basics in basketball and experience in coaching basketball.

Indicators of success in the training process to improve basic basketball technique skills include the number of balls balanced with the number of children practicing basketball, accompanied by a variety of basic technique exercises given by the coach from the easiest to the difficult, from simple to complex. Of course, this variation of exercises is carried out continuously and is always corrected if there is an error in the movement so that the improvement of the results of the exercise will have a positive impact on the ability of children's basic basketball technical skills.

Based on the results of the observations I made at SMA Negeri 5 Cirebon and the results of interviews with several students who participated in basketball extracurriculars, it was concluded that students were more interested and enthusiastic in participating in basketball team training with coaches who provided examples of direct movements and many various variations of exercises, so that students quickly understood and were not bored in participating in training. Meanwhile, the current coach, according to students, very rarely provides a variety of exercises so that students can guess what exercises will be given by the coach.

In addition, school support for basketball extracurriculars is very lacking, this is felt by students because of the difference in treatment between basketball and volleyball and football. The impact of this is for example in terms of infrastructure, the small number of balls there are only around six balls that are suitable for use, the state of the ring that has been broken, and the absence of monitoring and evaluation from sports teachers. In fact, to build a solid extracurricular team, support from all parties, including schools, is needed.

The findings obtained from the results of observations and interviews were then concluded by the researcher as one of the indicators that caused the sub-optimal extracurricular exercises, plus so far no one has conducted a basketball basic technique skill test, so that the students are confused and do not know whether the technique is good or not. Therefore, based on the results of the initial observation, the researcher is interested in exploring and conducting

research on "The level of basic basketball technical skills of the basketball team of SMA Negeri 5 Cirebon".

Materials and Methods

Study participants.

1. Population

According to (Arikunto, Suharsimi., 2012, p. 130) the population is the entire subject of research. If one wants to research all the elements that exist in the research area, then the research is a population research. The population in this study is 24 players of the SMA Negeri 5 Cirebon basketball team.

2. Sampel

Samples are partial or representative of the population being studied. The sampling technique in this study is the total sample technique (Suharsimi Arikunto, 2006: 131). The sample in this study is all players of the men's basketball team of SMA Negeri 5 Cirebon which totals 24 people.

Study organization.

Instruments

Research Instruments are facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense of being more meticulous, complete and systematic. A research instrument is a tool used to measure observed natural and social phenomena, this phenomenon is called a research variable. From the above definition, it can be concluded that instruments are tools used by researchers to collect data related to researchers' problems. In this study, to collect data, standardized instruments were used quoted from the STO (Sports College) test item. The basketball playing skills test consists of three tests, namely:

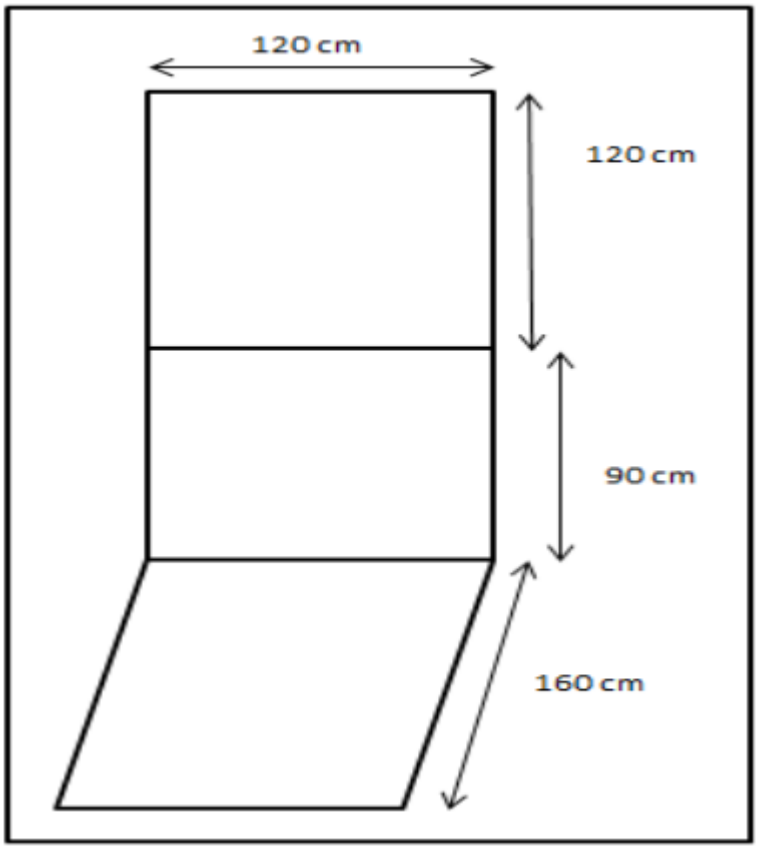
a. Bounce Balls Against Wall Walls
    1) Purpose

        The purpose of this test is to measure the skills of rejecting, throwing, and catching the ball (passing ability).
    2) Tools and equipment

        For one execution one basketball is required, one target on a flat wall (see figure 3.1), one stopwatch, a form, and stationery.
    3) Implementation Instructions

At the ready cue, the child stands behind the boundary line, facing the target of the wall, the ball in both hands. On the "yes" cue, bounce the ball to the target as many times as possible for 15 seconds. The ball should not be volleyed. A valid bounce when the ball bounces on or within the target area and is made on or from behind the line. In bouncing or throwing the ball can be with one hand or with two hands. If the ball is not controlled and far from the boundary line the ball is immediately picked up and quickly returned behind the boundary line to start the next bounce. The implementation is different after the "stop".

1. Assessment: Count the number of valid bounces for 15 seconds.

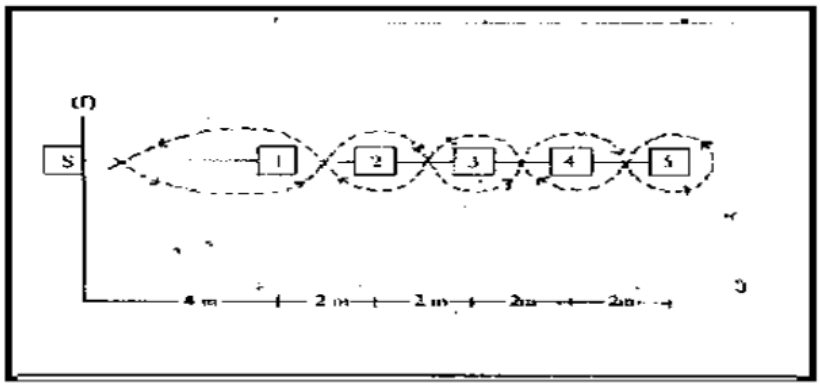


Source : (Ngatman, 2011, p. 11)
Figure 1. Instrument Bounces the ball against the wall

b. Dribbling Test
   1) Purpose
      The purpose of this test is to measure dribbling proficiency and skills and *agility*.
   2) Tools and equipment
      For one implementation, a large enough room, one basketball, cones (5 pieces), one stopwatch, forms, and stationery are needed.
   3) Implementation Instructions

At the "ready" sign of the test stand behind the starting line, place the ball in the middle of the starting line. After the "yes" signal, the testi immediately picks up the ball and dribbles according to the direction or trajectory specified in the figure below by passing the obstacle of 5 cones 2 meters apart each and from the starting line to the first cone 4 meters. So the distance between the start and the end of the last cone is 14 meters. The distance from the start line back crosses the finish line. Dribbling can alternate hands, as long as it conforms to the rules of the game of basketball. Each cone must be surpassed by dribbling. When crossing the finish line, the ball must still be dried. The start line is also the finish line. If when dribbling, the ball is mentally far away, repeat in the place where the first mentality occurred immediately. If at the time of dribbling the ball does not bounce or is not dominated, then the ball can and should be dribbled back immediately.

2. Assessment: dribbling speed is calculated from the moment of the "yes" signal until the test crosses the finish line.

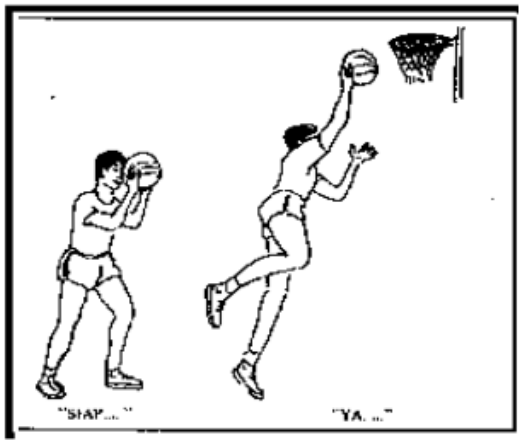


Source: Ngatman (2001: 11)
Figure 2. Dribbling Instruments

c. Shooting for one minute (putting the ball in the hoop)
   1) Purpose
      The purpose of this test is to measure the accuracy and accuracy of shooting or putting the ball into the hoop.
   2) Tools and equipment
      For one implementation, a basketball court, a basketball, a stopwatch, a form, and stationery are needed.

Implementation Instructions

At the "ready" cue, the testi stands free near and toward the basketball with the ball in hand. After the cue "yes", the testi immediately shot the ball into the basketball hoop as many as possible for 1 minute. If the mental ball is far away or no longer under control, the ball is immediately picked up and by running or walking, return as quickly as possible to the basketball hoop and then shoot again into the basketball hoop.



Source: Ngatman (2001: 11)
Figure 3. Test of Putting the Ball in the Basketball Hoop

The instrument used in this test and measurement has a test validity value of 0.826. The results of the trial research are close to 1 which means that the results of the trial research are reliable. (Still consistent even though repeated tests)

Assessment Level

The assessment criteria that will be used refer to the norms that have been used to provide the values of each test item with the categories of 1) Very Good, 2) Good, 3) Medium,

4) Poor, and 5) Very Poor. The stages of assessing the basketball playing skills test are as follows:

a. The number of valid bounces of the ball against the wall.
b. The length of time it takes to dribble from the time the abaaba "YES" to the test exceeds the finish line.
c. The number of balls that enter the basketball hoop for one minute.

Furthermore, the skill score is adjusted to the norms of the boys' high school basketball playing skills test in table 3.1 below. Converted to T-value (Tscore). The T-value is also called the skill value.

Table 1. T-score scale for men's high school basketball playing proficiency test

T score	**Bouncing the ball**	**Dribbling**	**Squeezing per minute**	**T score**
I	II	III	IV	V
80	26	9,0-9,1	27	80
79		9,2-9,3		79
78		9,4-9,5	26	78
77	25	9,6-9,7		77
76		9,8-9,9	25	76
75		10,0-10,1		75
74		10,2-10,3	24	74
73	24	10,4-10,5		73
72		10,6-10,7	23	72
71		10,8-10,9		71
70	23	11,0-11,1	22	70
69		11,2-11,3		69
68		11,4-11,5	21	68
67	22	11,6-11,7		67
66		11,8-11,9	20	66
65		12,0-12,1		65
64		12,2-12,3	19	66
63	21	12,4-12,5		67
62		12,6-12,7	18	68
61		12,8-12,9		69
60	20	13,0-13,1	17	60
59		13,2-13,3		59
58		13,4-13,5	16	58
57	19	13,6-13,7		57
56		13,8-13,9	15	56
55		14,0-14,1		55
54		14,2-14,3	14	54
53	18	14,4-14,5		53
52		14,6-14,7	13	52
51		14,8-14,9		51

T score	Bouncing the ball	Dribbling	Squeezing per minute	T score
50	17	15,0-15,1	12	50
49		15,2-15,3		49
48		15,4-15,5	11	48
47	16	15,6-15,7		47
46		15,8-15,9		46
45		16,0-16,1	10	45
44		16,2-16,3		44
43	15	16,4-16,5	9	43
42		16,6-16,7		42
41		16,8-16,9		41
40	14	17,0-17,1	8	40
39		17,2-17,3		39
38		17,4-17,5	7	38
37	13	17,6-17,7		37
36		17,8-17,9	6	36
35		18,0-18,01		35
34		18,2-18,3	5	34
33	12	18,4-18,5		33
32		18,6-18,7	4	32
31		18,8-18,9		31
30	11	19,0-19,1	3	30
29		19,2-19,3		29
28	10	19,4-19,5	2	28
27		19,6-19,7		27
26		19,8-19,9		26
25		20,0-20,1		25
24		20,2-20,3		24
23	9	20,4-20,5		23
22		20,6-20,7		22
21		20,8-20,9		21
20	8	21,0-21,1		20

Statistical analysis.

The data that has been collected needs to be analyzed so that conclusions can be drawn. A data will be meaningless if it does not go through the analysis process, therefore data analysis is an important step in a research. The sequence of analyzing the data obtained is as follows:

1. Record the numbers or scores obtained based on the tests that have been carried out by each test. Then the scores obtained from the passing, dribble, and shooting tests are consulted with the assessment norm table which is the skill category of each test.

Tabel 2. Norms of Assessment of Passing, Dribble, Shooting (Sudijono, 2011).

Interval Score	Category
M + 1,5SD < X	**Excellent**
M + 0,5SD < X ≤ M + 1,5SD	Good
M – 0,5SD < X ≤ M + 0,5SD	Pretty Good
M – 1,5SD < X ≤ M – 0,5SD	Not Good
X ≤ M – 1,5SD	Very Less

2. Then the scores of each test are changed to T-scores.
3. The three types of T-scores are added up, which is the value of basketball playing skills.
4. The number of T-scores obtained is then consulted with the basketball playing skill assessment norm table that has been available from STO.

Tabel 3. Norms of Assessment of Basketball Playing Skills (Ngatman: 2001).

Classification	Number T-score
Very good	222 – and above
Good	193 – 221
Enough	165 – 192
Medium	136 – 164
Less	107 – 135
Less than	79 – 108
Ugly	78 – down

Results

Based on measurements of basic basketball skills using three STO instruments (passing, dribbling, and shooting), we obtained a snapshot of the technical skill level of the SMA Negeri 5 Cirebon basketball team. All 24 players participated in one-minute bouncing pass, zigzag dribbling, and shooting tests. The raw scores from each test were then converted into T-scores according to the STO assessment norms for high school students and then summed to determine the final basketball ability classification.

The conversion results indicated that most players fell into the medium to fair category, with only a small number reaching the good category. In the bouncing pass test, the majority of players produced valid bounces in the 45–60 T-score range, indicating a passing level that still needs improvement. In the dribbling test, players' travel times concentrated in the 40–55 T-score range, reflecting moderate ball control and agility. In the one-minute shooting test, most players placed the ball in the 35–50 T-score range, indicating low shooting accuracy.

After summing the three T-scores, the players' total basketball skill score ranged from 136 to 164, categorizing the team as a whole in the medium category based on the STO norms. This finding indicates that the players' basic technical abilities are not yet optimal and require improvement through more structured, varied, and well-programmed training.

Discussion

The research results show that the basic technical skills of basketball players at Cirebon State High School 5 remain in the medium category. This condition aligns with initial observations indicating a lack of training variety, limited infrastructure, and suboptimal school support for basketball extracurricular activities. These factors impact the low quality of training and hinder the achievement of basic technical skills improvement.

First, passing ability tends to be in the medium category, indicating that players lack consistency in coordinating throwing and catching movements. Passing is a fundamental

component in developing effective attacking patterns in basketball. The lack of training variety from coaches, as complained by students, prevents optimal motor adaptation.

Second, dribbling ability, also in the medium category, indicates that players' ball control and agility have not yet developed optimally. Dribbling is a skill that requires hand-foot coordination, rapid changes of direction, and control of the game's rhythm. Monotonous and less progressive training can hinder the development of these components.

Third, shooting ability is the lowest indicator. Shooting requires precision, balance, and consistency of movement, which can only be achieved through quality practice repetition and corrective feedback from coaches. The moderate results in this aspect confirm that the training program does not provide sufficient opportunity for players to improve shooting accuracy.

Overall, the results of this study reinforce the initial finding that training quality is significantly influenced by external factors such as facility support, equipment availability, and coach competence. A low number of balls, damaged hoops, and lack of supervision from sports teachers directly impact training effectiveness. Thus, player skill improvement is determined not only by training intensity but also by the learning environment and institutional support.

Conclusions

This study concluded that the basic technical skills of the basketball team players at State Senior High School 5 Cirebon were in the medium category. The three basic technical aspects measured passing, dribbling, and shooting—indicated that the players' abilities had not yet reached optimal levels. This condition was influenced by a lack of varied training from coaches, limited infrastructure, and minimal school support for extracurricular basketball activities.

This study confirms that improving basic technical skills requires a more systematic and progressive training program supported by adequate facilities. Efforts to improve training quality, equipment provision, and coach competency are crucial steps to enhance player performance. Future research could examine the effectiveness of specific training programs in improving players' basic technical skills in a more measurable manner.

Acknowledgment

A statement of thanks can contain details of those who helped in conducting the research but who have not yet been recognized as contributors, as well as a personal expression of gratitude.

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Cite this article as: Aldie Zamaludin *et al*. (2023). Basic Basketball Technique Skill Level of the State High School Basketball. *Indonesian Journal of Physical Education and Sport Science (IJPESS)*, *3*(2), 296-305. https://doi.org/10.52188/ijpess.v3i2.1787