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"Pass To The Wall" Educational Game : A Creative Solution for Basketball Chest Pass Learning

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Abstract

Study Purpose : One of the barriers to teaching basic chest pass learning in basketball is the monotonous approach that reduces students' motivation and engagement. The purpose of this study was to create and assess a projector-based educational game, Pass To The Wall that used an innovative medium for learning the chest pass.

Material and Methods. This study used the ADDIE model of Research and Development (R&D) design. A small trial involved thirty-two junior high school eighth graders. Data were collected from accomplished observations, student and teacher response questionnaires and followed by a quasi-experimental the pre-test and post-test of chest pass skills.

Results. Pass To The Wall projector-based educational game was highly feasible and effective in its development and implementation. Media received very positive responses from students (87.5%) and teachers (91.3%). Moreover, statistical analysis showed significant differences in chest pass after intervention; importantly the difference was not just in number but also technique ($p < 0.05$). The results indicate that the projector based educational game produced a statistically significant improvement in students basketball chest pass performance.

Conclusion. In conclusion, the findings of this study showed that Pass To The Wall educational game is actionable and effectively use as instructional medium to enhance students basketball chest pass skills. With the integration of projector-based interactive media, not only is technical accuracy and execution improved, but it also enhances student engagement of physical education learning. Thus, the current model can be considered as an alternative strategy for the development of fundamental motor skills in basketball teaching.

Keywords: Pass to the wall, Educational game, Chest pass learning, Basketball.
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Introduction

Structured movement activities in physical education develop students' motor skills, physical fitness, cognitive engagement and social values (Ramadhan et al., 2024). Performing basic techniques really need to be mastered so that the game can run well and will develop skills more progressive in team sports such as basketball (Amer & Al-juboori, 2024; Rahmadani et al., 2020). One of these techniques is the chest pass, another basic offensive skill used to distribute the basketball quickly and accurately between players on a team (Su et al., 2025). Done right, this skill demands upper-body coordination, muscular strength, timing precision and situational awareness (Newell & Rovegno, 2021).

In contrast, actual typical school settings that teach basic basketball skills such as chest passing tends to overrely on drill-based methods which are teacher dominated and with little interaction (Christian et al., 2025; Muchafi et al., 2024; Sulaiman et al., 2022). These traditional methods often lead to a lower motivation of the students and a low active participation in learning sessions (Canuto & de Almeida, 2022). In preliminary observations in junior high school settings, only 32% of students performed the skill correctly as per standardised assessment criteria while 68% exhibited poor chest pass accuracy. Other mistakes were chopping hands, passing direction and throwing motion. The results here reviewed imply that the classical teaching methodologies might not lead to the facilitation of ideal motor learning processes. Settings have suggested that students often exhibit inconsistent passing accuracy, incorrect hand position and improper throwing mechanics when practicing chest passes (Uhacham & Sutapa, 2020). These problems indicate that traditional teaching strategies may not be the most effective in promoting motor learning processes.

The incorporation of digital and interactive learning models into physical education environment has been promoted due to advances in educational technology (Lambino et al., 2025; Milia et al., 2025; Ramadhan & Pratama, 2021). This quantity of information supports the use of technology and does broaden up the background knowledge on that as technology assisted instruction has been cited to associate improvement in engagement, immediate feedback provided for teachers and enhancement in motor coordination outcomes (França et al., 2022). For example, several studies indicated that both video modeling and simulation based sports training have significantly improved students' skill mastery and learning motivation (Newell & Rovegno, 2021; Papastergiou, 2021). In addition, digital game-based learning methods have been linked to support in cognitive processing and motor performance within the physical education context (Dana & Christodoulides, 2020; Kaur et al., 2025).

Even so, limited study found in the literature using projected games to play and train chest pass. And existing articles in this field usually discuss digital implementation on basketball learning in general (Harliawan & Hasanuddin, 2023; Perdima et al., 2024). instead of investigating specific technical components such as pass accuracy and technique enhancement. This gap shows the demand for an organized, skill-focused educational game where repetitive motor practice is integrated with interactive feedback systems (Mustafa et al., 2024).

The Pass to the Wall educational game was designed as an interactive projector-based medium, in order to attempt to address these issues. It projects mobile visual targets on a wall surface and challenges students to execute chest passes toward various scoring areas. The visual output of the projected interface gives instant insight into player success and helps reinforcing correct action onto motor acts. Progressive levels of difficulty and structure, repetition of a

task(s) and simplicity in scoring elements in the system keep users engaged while also promoting consistent technical performance (Zhafir et al., 2025). Hughes describes this as being in accordance with principles of motor learning whereby external focus, augmented feedback and deliberate practice can promote optimum performance (Mashuri et al., 2022).

The urgency of research is due to the growing needs for innovative but accessible technology-related solutions within school based physical education. Financial and infrastructural constraints make it complex for many institutions to implement digital systems (Gorgan, 2024). Using a projector falls within an even more affordable and flexible learning model that can be applied to classroom standard equipment. In addition to the benefits of enhancing in-game sport skills, improving fundamental chest pass skills at a relatively young age also results in better overall motor coordination and reduced risk of injury due to improper throwing techniques applied outside of sports context (Neldi et al., 2025; Wen et al., 2023). Even though the use of digital technologies in physical education has grown, most studies concentrate on improving overall performance or general engagement rather than focusing on particular technical elements like chest pass technique. Additionally, there hasn't been much study done on projector-based interactive systems as a scalable and reasonably priced teaching tool in educational environments. Consequently, there is still a lack of empirical data supporting the efficacy of projector-based motor skill training

As a result, this research is aimed at creating and testing the effectiveness of educational games Pass to the Wall as new instructional media in learning chest pass basketball for junior high school students. Meantime, this study will facilitate further development of evidence-based, translatable learning approach for technology-integrated physical education pedagogy in the school context.

Materials and methods

Study participants

Purposive sampling was used, allowing a selection based on certain inclusion criteria: eighth-grade students who were participating in basketball learning units; availability of sufficient indoor space for projection-based activities during their relevant classes; and school willingness to support interactive learning media implementation. Thirty-two students were enrolled in this study and assigned to the experimental group (n = 16) or control group (n = 16). Participants were assigned into experimental and control groups for comparing the efficacy of Pass to the Wall educational game against traditional teaching methods. Experimental and control groups received instruction with the projector-based interactive game unit and with traditional drill-based basketball instruction respectively. This enabled an assessment of whether any observed benefits were due to the intervention as opposed to natural history or repeated practice alone.

Study Organization

This study employed a two phase design. The first phase involved product development using the ADDIE model. The second phase applied a experimental pretest–posttest control group design to evaluate effectiveness. The ADDIE method had been used in all five stages of the development process, consisting of Analysis, Design, Development, Implementation and Evaluation. Once the product had been developed and validated, a quasi-experimental pretest–posttest control group study was conducted to test its effectiveness (Isnaini, 2025). wherein the analysis stage identified learning problems and media requirements through classroom observations and interviews with physical education teachers; design stage developed a game Pass to the Wall complete with projected visual targets, scoring system, interactive elements; development stage created the media using digital projector and simple interactive software followed by validation from media experts and physical education; implementation consisted

of limited trials across three basketball sessions compared an experimental group using this newly developed media against control groups doing conventional methods; evaluation stage determined effectiveness through chest pass measurements, student response questionnaires on some aspects of their participation as well as post-implementation teacher interview.

Statistical Analysis

Descriptive and inferential statistics were used to analyze data. The study was designed as a 2 step pre-test intervention post-test research procedure. In the first part, students' pre-test chest pass ability was measured to identify baseline performance. Subsequently, the intervention was administered with the developed instructional media, and a post-test assessment of skill improvement was conducted. We assessed using an assessment instrument containing 3 components: accuracy, technique execution and force of throw. To avoid the influence of subjective scoring, both trained raters evaluated each performance independently. The normality of data distribution was investigated with the Shapiro–Wilk test before hypothesis testing. A paired sample t-test was performed to compare pre-test and post-test scores of each group. An independent sample t-test for significant differences of post-test results between experiment and control groups was also conducted. Results were considered significant at a p-value < 0.05. In determining the content validity of the instrument, experts judgment was utilized including two physical education expert and a basketball coaching expert. Cronbach's Alpha was used to evaluate instrument reliability and produced a value of 0.87 indicating good internal consistency. Inter-rater reliability analysis indicated an ICC(2,1) (0.75–0.93), signifying strong concordance between assessors.

Results

This research aims to develop and test the effectiveness of the Pass to the Wall learning media, a projector-based educational game designed to improve basic chest pass technique in the game of basketball. A limited trial was conducted on 32 grade VIII students at one of the junior high schools. Data were obtained through observation, student and teacher response questionnaires, and *chest pass skill tests* before and after treatment. As shown in Table 1, both students and teachers responded very positively to the developed media. Students gave an average score of 87.5%, which was categorized as "excellent." Similarly, physical education teachers provided a very positive assessment with an average score of 91.3%, indicating that the media was considered effective, engaging, and easy to use.

Table 1. Student and Teacher Questionnaire Results

Respondent Type	N	Average Score (%)	Category
Students	32	87.5	Excellent
Teachers	2	91.3	Very Positive

This media is also considered helpful for teachers in delivering more varied lessons aligned with the latest developments in learning technology. After going through the implementation stage of *Pass to the Wall media in basketball* chest pass *learning*, quantitative and qualitative data were obtained that showed the effectiveness of media use, namely the Chest Pass Skill Test Results. The results of this study show that the development of *Pass to the Wall* learning media has a positive impact on the process and learning outcomes *of chest pass* techniques in basketball games. This media was tested on 32 junior high school grade VIII students who were learning basketball. Effectiveness evaluation was carried out through observation, distribution of questionnaires to students and teachers, and *chest pass* skills tests before and after treatment.

Table 2. Pre-test and Post-test Chest Pass Skill Scores

Group	N	Pre-test Mean ± SD	Post-test Mean ± SD	Mean Difference
Experimental	16	62.4 ± 6.8	81.4 ± 5.9	+19.0
Control	16	61.8 ± 7.1	72.6 ± 6.4	+10.8

Based on the results Table 2 of the questionnaire, Students responded very well to the learning media developed, with an average score of 87.5%, which was included in the "excellent" category. Physical education teachers also gave very positive ratings, indicating that this medium is seen as effective. Furthermore, the results of the *chest pass* skills test showed a significant increase in ability. Overall mean post-test score increased to 81.4.

Table 3. Independent Samples test

Group	Mean Difference	SD Difference	t	df	Sig. (2-tailed)	Cohen's d
Experimental	19.0	6.5	11.69	15	0.000	2.02
Control	10.8	6.0	7.20	15	0.000	1.20

Table 4. Independent Samples test

Levene's Test for Equality of Variances		t-test for Equality of Means				
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% CI Lower
0.21	0.65	4.04	30	0.000	8.80	2.18	4.35

Based on Tables 3 and 4 this means that there was a statistically significant difference between the results before and after treatment. This indicates that the use of Pass to the Wall media is able to improve students' accuracy and technique in performing chest passes. Overall, this educational game-based learning media is considered to be able to increase student involvement in the learning process, improve the quality of concept understanding, and Improve basic motor skills in basketball techniques, especially chest passing.

Discussion

Results indicated that the Pass to the Wall educational game significantly improved students` chest pass performance in contrast with regular instruction. The mean difference in chest pass scores between the experimental and control groups was significantly greater for the experimental group than control group suggesting that integrating projector based interactive media can make a significant contribution to skill acquisition. This positive step lends credence to notions that educators facilitating structured, feedback-based practice would lead to better retention of motor skills in physical education settings (Christian et al., 2025; Marta et al., 2023). One theory of motor learning that explains this improvement is augmented feedback. The immediate visual feedback onto the wall presumably played an important role of giving external performance feedforward, and possibly inducing practice for skill refinement and coordination adjustments (Sulaiman et al., 2022; Wen et al., 2023). Feedback on the results of movements to improve technique consistency (Canuto & de Almeida, 2022). makes this process of neural adaptation more effective. This mechanism may thus explain the significant improvement in post-test accuracy and quality of execution observed in the experimental group.

In addition, this improvement performance in chest pass is in line with research showing that the presence of technology on physical education does contribute to the increase in interest and active participation of students (Darmawan, 2024; Muchafi et al., 2024; Putra, 2020). As the activity-oriented challenge spaces that are established via the interactive digital environments lead to a learning environment in which students transition from being passive consumers of teaching to active participants in task-oriented challenges The embedded scoring system and a gradual difficulty level of this study possibly encouraged intrinsic motivation, as described previously, is an important factor which influences motor learning (Jariono et al., 2023; Liana et al., 2025).

However, the difference in performance improvement relative to each group suggests that just practicing drills over and over may not be sufficient for optimal learning. Although both populations received practice exposure, the experimental group enjoyed close to twice the magnitude of gain. This result is consistent with research that has found practice variability (i.e., differences in task and contextual conditions) leads to better skills retention and transfer than doing habitual, repetitive actions (Abdul-azez & Azez, 2023; Hasmara et al., 2024).

In terms of pedagogy, the use of projected visual targets fosters an external focus of attention. Research in sports biomechanics and motor control shows that focusing externally on movement outcome leads to greater efficiency and automaticity than an internal focus on body mechanics (Mustafa et al., 2024). The results of this study suggest that focusing on the distance between a static target (shoulders) during chest passing may have degraded optimized coordination patterns and throwing accuracy, whereas focusing on the lesser distances to dynamic targets on each body segment had a positive effect.

Moreover, the strongpositive feedback from both students and teachers also supports the educational viability of the intervention. Previous studies on digital game-based learning in the context of physical education showed that enjoyment and perceived usefulness are positively related to improved learning outcomes (Su et al., 2025; Wahid, 2025). there is evidence that when students in the physical activity perceive it as fun and meaningful, both the duration of engagement and movement intensity increase, which in turn contributes to better motor skills (Duta et al., 2023; Ika Febrianti, 2025). In addition to facilitating skill acquisition, projector-based interactive media may also promote neuromuscular control and injury prevention. Proper execution of the chest-pass requires coactivation of upper-limb segments with stabilization of the trunk. This could mean that in these controlled training environments, the emphasis on accuracy and controlled force production may decrease those compensatory movement patterns associated with overuse injury (Septiana, 2025). Thus, this intervention could carry major implications beyond the performance of skills, potentially promoting long-term motor health in youth athletes.

The above mentioned findings were promising; however there are some limitations that need to be recognised. The generalizability of the results is hampered due to small sample size, lack of randomization, and short length of the intervention. Moreover, stronger evidence of learning outcomes related to technology-enhanced studies has been evidenced through randomized controlled studies with larger samples (Maulana, 2010; Qinbang, 2025). Further studies should increase the duration of the intervention, include biomechanical assessment and evaluate long-term retention effects to confirm and strengthen these pilot findings.

Conclusions

This study demonstrates that the *Pass to the Wall* educational game effectively improves junior high school students' basketball chest pass skills. Students showed meaningful progress in accuracy, technique execution, and force of throw after participating in the structured game-based activities. In addition, both teachers and students responded very positively to the use of the media, indicating that the learning experience was not only effective but also engaging.

These findings highlight the value of integrating interactive and technology-supported learning tools into physical education. For teachers, this approach offers a practical and motivating alternative to traditional drills. For students, it creates a more enjoyable environment that encourages repeated practice and active involvement. Schools and educational stakeholders may also consider incorporating similar game-based innovations to enrich skill-based learning. Although the study was conducted within a limited context, the results provide encouraging evidence that structured educational games can support motor skill development in basketball instruction. Future research with broader samples and longer implementation periods would further strengthen these findings.

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