



Analysis Of Catching Technique Skills In UKM Cricket Athletes Of Jambi University

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Abstract

This study aims to analyze the catching technique skills of athletes from the Jambi University Cricket Student Activity Unit (UKM). Catching technique is one of the fundamental aspects in cricket that greatly determines the success of the team, especially in preventing the opponent from scoring points. This study uses a quantitative descriptive method with a survey approach. The sample in this study were all members of the Jambi University Cricket UKM totaling 20 people (10 male and 10 female), who were selected using the total sampling technique. The instrument used was an observation sheet for catching technique skills, which included four stages of catching technique: basic, bouncing bottom ball, rolling bottom ball, and top ball. The results showed that 25% of athletes were in the "Very Good" category, 35% in the "Good" category, and 40% in the "Moderate" category. There were no athletes in the "Poor" or "Very Poor" categories. The average overall score was 71%, indicating that the athletes' catching technique skills were at a fairly good level, but there was still room for improvement, especially in the aspect of catching the upper ball which showed the lowest results. These findings provide recommendations for coaches to design more focused and specific training programs to improve the athletes' catching abilities.

Keywords: *Skills, Catching Technique, Cricket, UKM, Jambi University*

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INTRODUCTION

Sports are activities that involve physical and mental energy that aim to train the human body, both physically and spiritually. Some opinions state that sports are physical activities that are carried out in a planned and structured manner, involving repeated body movements to improve physical and mental fitness (Shalahuddin, 2024). Along with its development, sports not only function to maintain health, but also become a competition arena that can make a group or country proud. Therefore, the development of competitive sports has received great attention from various parties. Sport is an activity that involves the deployment of physical and mental energy which is carried out to train the human body, both physically and spiritually (Perwiranegara & Sukendro, 2021).

Sports achievement is the optimal result achieved by an athlete or a group of people (team/squad) in the form of ability and skills in completing tasks, both in team and individual competitions (Saputra & Hariadi, 2018). Maximum and structured training efforts can provide maximum results in sports achievement. Law No. 3 of 2005 concerning the National Sports

System is that sports achievements are carried out through a planned, tiered, and sustainable coaching and development process with the support of sports science and technology. Law of the Republic of Indonesia Number 3 of 2005 concerning the National Sports System Chapter VII Article 21 paragraphs 2 and 3, The coaching and development of achievement sports are implemented and directed to achieve sports achievements at the regional, national, and international levels which are carried out by the parent organization of the sports branch at the central level and at the regional level. For the implementation of achievement development, organizing is one way to be able to carry out systematic and structured coaching.

Cricket is not an individual game but rather a team game. Each team consists of 11 people, so there must be cooperation between players to produce victory (Basri et al., 2021). Cricket is a sport played on a grass field and focuses on positive mental development, and emphasizes values such as honesty, fairness, and respect for both opponents and umpires. In one team, cricket is played by eleven people, and the duration of the game is not regulated by time, but by “overs” (change of turns) (Setyaningrum et al., 2021).

In Cricket, a sport that requires physical, technical, tactical, and mental skills, as well as teamwork to achieve victory. This game is not only intended to have fun and follow the rules, but also to promote the main spirit of cricket, which is mutual respect—whether to the captain, teammates, opponents, or umpires (Aghniyaa-u Romadlon & Wahyudi, 2024).

Cricket can be played by all ages, from children to adults. This game uses a ball, bat, stump, field, and protective body equipment. Cricket originated in England and has been popular in former colonies, such as India, Pakistan, and Australia. Currently, cricket has been played in 120 countries in the world, including countries in Africa, America, Europe, and the Asia Pacific region such as Australia, Japan, Indonesia, and others (Kurniawan et al., 2022).

The problem of catching technique in cricket game in UKM Cricket University of Jambi (UNJA) can be influenced by several factors, both in terms of basic technique and other aspects such as the physical and mental of the player. Beginner or less experienced players often face difficulties in the position of the hand when catching the ball, such as hands that are too stiff or do not form a "W" with the fingers. In addition, catching technique requires high focus, especially when the ball comes at high speed, and lack of concentration or unfocused mentality can cause errors.

Inexperienced players may have difficulty judging the speed and direction of the ball, leading to delays in movement or positional errors. Eye-hand coordination is also critical, and some players may have difficulty adjusting their vision to their hand movements, especially in less than ideal lighting conditions. Poor physical fitness may also be a factor, as players who

are less trained or have stamina problems may have difficulty moving quickly enough to catch the ball.

In addition, lack of specific training in catching techniques can hamper a player's ability. Players who are not trained in catching drills may not be able to catch the ball consistently. The pressure of crucial situations can also distract players, leading to errors, especially if they are feeling fearful or insecure. Compounding the problem is the difficulty in dealing with variations in speed and movement of the ball, such as a ball that curves or bounces, which are difficult for inexperienced players to predict. Finally, specific positions in cricket, such as slip fielding or near the wicketkeeper, require more specific catching skills, which can be challenging for untrained players.

This analysis also provides a better understanding of the technical and strategic aspects of the game, as well as considering environmental variables that can affect performance. Thus, the analysis of catching skills in UKM Cricket Universitas Jambi is very important to strengthen the development of cricket sports on campus.

METHOD

This research was conducted at the UKM cricket training ground of Jambi University, namely the Jambi University field. The research time was carried out for 1 week, in April 2025. The method used in this study is quantitative descriptive. Winarno (2013:57), states that descriptive research aims to describe events that occur in the present, these events are carried out systematically which emphasizes the disclosure of data based on facts obtained from the field.

Sugiyono (2018:130) defines population as a generalization area consisting of objects/subjects that have certain qualities and characteristics that are applied by researchers to be studied and then conclusions are drawn. And the population that the researcher took was all students of UKM cricket, Jambi University. Regarding the determination of the sample size, Arikunto (2010:112) stated that in sampling if the subject is less than 100 then all are taken, so that the study is a population study (Total Sampling). Because all UKM cricket students at Jambi University number 20 people, the sample used in this study is also 20 people. namely 10 boys and 10 girls.ss

The instrument used in this study is a catching skills test with an objective observation sheet to see catching skills. The instrument to be used has been tested in advance. The goal is that the data obtained can be in accordance with what is desired. In this instrument, the researcher also uses tools to help smooth the research such as balls, measuring instruments,

and stationery. Objective test instruments, according to Arifin (2016: 125-150), are measuring instruments designed to evaluate an individual's abilities, knowledge, or skills with objective results. This test is often referred to as a dichotomy test because it has limited answers between right or wrong, with a score of 1 for a correct answer and 0 for a wrong answer. Objectivity in assessment is one of the main characteristics, where anyone who corrects the answer will get consistent results, because the answer key has been determined clearly and definitely.

The data collection process in this test is carried out in several ways: The first is using 1 observer when the test or research is carried out. The observer's job is to observe the catching technique skills test carried out by the students. Second, the observer also records the results of the catching technique skills test carried out by each student based on the grid on the test instrument sheet. And then the documentation team takes photos and videos when the test is taking place.

Data analysis in the research of catching technique skills of the Student Activity Unit (UKM) Cricket, University of Jambi. Data analysis to create a frequency distribution of physical conditions is carried out using a quantitative descriptive method that refers to the observation sheet test for UKM Cricket students at the University of Jambi. After the data is grouped into each category, then find the percentage of each data. This study uses a descriptive percentage technique that when the data has been collected, the next step is to analyze the data so that a conclusion can be drawn from the data.

RESULTS AND DISCUSSION

Result

This study aims to describe the level of student achievement against indicators measured through four stages of assessment (T1, T2, T3, and T4). The subjects in this study numbered 20 people, consisting of 10 male students and 10 female students. Each participant was assessed based on the four stages, with a maximum total score of 20 points.

Table 1. Frequency Distribution of Catching Skills

Category	Interval	Frekuensi (f)	Percentage (%)
Verry well	81%-100%	5	25%
Good	61%-80%	7	35%
Enough	41%-60%	8	40%
Not enough	21%-40%	0	0%
Verry little	0%-20%	0	0%

Total	-	20	100%
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The one-frequency table above presents the distribution of participant learning outcome categories based on the percentage of score achievement to the maximum score. This category is divided into five levels of achievement, namely "Very Good" (81%–100%), "Good" (61% - 80%), "Moderate" (41%–60%), "Poor" (21%–40%), and "Very Poor" (0% -20%).

Based on the data, there were no participants who fell into the "Less" or "Very Less" categories, indicating that all participants managed to achieve at least 41% of the maximum score. This reflects that no participants failed completely in completing the tasks or indicators tested, although there were still participants with minimal achievements that were at the lower limit of the "Moderate" category. 5 participants (25%) were included in the "Very Good" category, namely participants who scored 81% to 100% of the total maximum score. Meanwhile, 7 participants (35%) were in the "Good" category, and 8 participants (40%) were in the "Moderate" category. These data indicate that the majority of participants were still struggling with moderate to good achievements, with the proportion of participants in the highest category still relatively small. However, this shows positive potential because no participants were classified as failing, but at the same time it also indicates the need for improvement in the learning process so that more participants can achieve the "Very Good" category. This table can also be the basis for evaluation to identify certain aspects or indicators that need to be improved in order to drive learning outcomes to a more optimal level.

Table one above is clarified by using a histogram image as below:

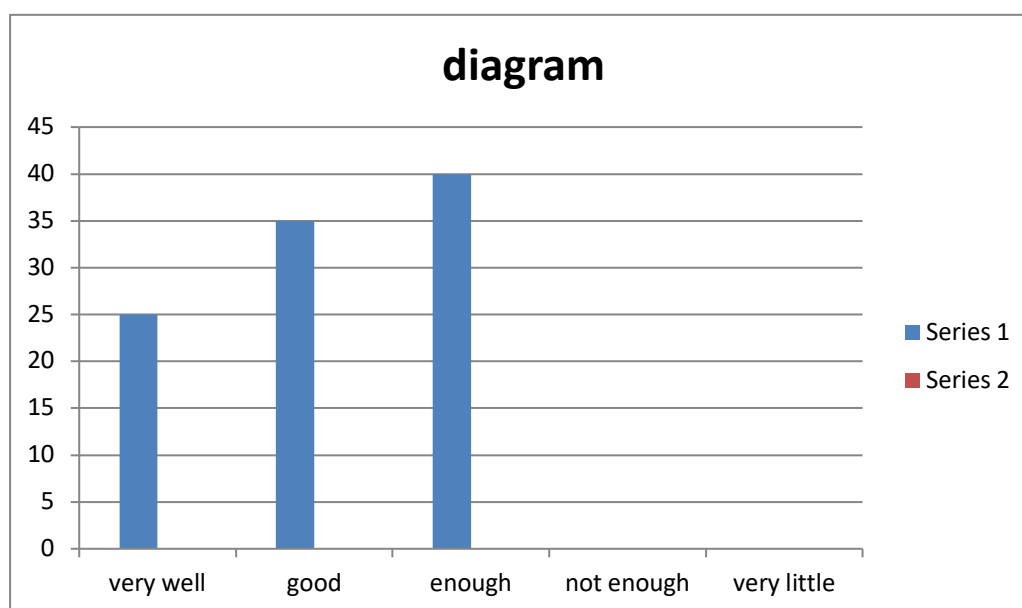


Figure 1. catching skills test result diagram

The histogram image above shows the distribution of the skill categories of the catching level of UKM Cricket athletes at Jambi University based on their frequency and percentage. The “Medium” category has the highest frequency with 8 athletes (40%), followed by the “Good” category with 7 athletes (35%), and “Very Good” with 5 athletes (25%). There are no athletes in the “Poor” or “Very Poor” categories, which are indicated by a value of zero in both categories. This pattern illustrates that the majority of athletes are at the medium to good skill level, and none are at the low skill level, indicating quite effective training results but still leaving room for further improvement so that more athletes reach the highest category.

Discussion

The results of the study showed that the catching technique skills of UKM Cricket athletes at Jambi University were generally in the fairly good category, with 25% of athletes in the “Very Good” category, 35% “Good”, and 40% “Moderate”. No athletes were found in the “Poor” or “Very Poor” categories, with an average overall score of 71%.

Although these results reflect basic abilities that are already quite good, there are still aspects that need to be improved, especially in the overhead ball catching technique which showed the lowest results. This can be caused by several factors such as lack of specific technique training, incorrect hand position, lack of concentration, and suboptimal eye-hand coordination.

Thus, a more focused and structured training program is needed, especially in improving overhead ball catching skills and complex fielding situations. Coaches are also advised to provide special drills that are adjusted to the playing position and match conditions in order to reduce errors and increase athlete confidence when competing.

In one of the sports branches, one of which is to master the basic techniques in the game of Cricket, each athlete is equipped with individual abilities by means of training to master the basic techniques in the game of Cricket, namely: Batting, Bowling, Fielding, Wicket Keeper, Throwing, and Catching (Mardela et al., 2019). In the sport of Cricket which emphasizes the skills of hitting, throwing and catching, and has a strategic element in regulating the movement of the ball and the position of the player. Cricket, the skill of catching the ball is one of the key elements in team defense because it plays an important role in stopping the movement of the ball and preventing the opponent from scoring.

Catching the ball well can change the course of a game. Every catch can be a key moment that can result in a wicket, and this can greatly affect the outcome of a match (Maghfuroh, 2020). Mistakes in catching the ball can result in unnecessary runs for the opponent. By

improving catching skills, teams can minimize the number of errors that occur. Players who are trained in catching the ball will feel more confident on the field. This can improve their overall performance, both in defense and in play. Catching the ball also requires mental acuity and concentration (Ahwadi & Kusmaedi, 2016).

CONCLUSION

Based on the results of a study conducted on 20 UKM Cricket athletes at Jambi University, it was found that the level of catching technique skills of most athletes was in the "moderate" to "very good" category. From the observation results, 25% of athletes were in the "very good" category, 35% were in the "good" category, and 40% were in the "moderate" category. There were no athletes in the "poor" or "very poor" categories, which indicates that all athletes have had basic mastery of catching techniques, although with quite significant variations in level. Overall, these results reflect that catching technique skills are quite supportive in the context of the match, but there are still gaps between individuals. Aspects of catching techniques such as body position, visual concentration, and hand-eye coordination require improvement, especially in the lower categories. This indicates the need for a more focused training strategy and individualized training to equalize competencies among all team members.

ACKNOWLEDGMENT

The author would like to express his deepest gratitude to the supervisor who has patiently provided guidance, direction, and very meaningful input during the process of compiling this research. Gratitude is also expressed to the Jambi University Cricket UKM who has given permission and opportunity to the author to conduct research, as well as providing support and cooperation during the data collection process.

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