



## **ANALYSIS OF DIFFERENCES IN BASIC DRIBBLING TECHNIQUES UNDERGRADE ELEMENTARY SCHOOL STUDENT BASKETBALL**

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### **Abstract**

The purpose of this study was to determine the differences in the basic technical abilities of basketball students in grades 1,2,3. The basic technique is the initial ability of the game of basketball where students can learn quickly and understand the game of basketball. The method used is descriptive quantitative analysis method with the type of survey method, this research is carried out by tests and measurements. The research population was students of SDN 10 Anjungan class 1,2,3, which amounted to 117 students, 52 male students, and 65 female students. The technique for taking this sample uses a population sample. The instrument of this research is dribbling zig-gaz. Analysis of the data using SPSS t test was carried out to see if there were differences between classes. The results of this study indicate that the significance value in the lower class is  $0.009 < 0.05$ , it can be concluded that in the lower class there is a significant difference in value, it is declared not the same. This study proves that there are significant differences in the basic basketball techniques of the lower class group, such as dribbling.

**Keywords:** *Dribbling, Basketball, elementary school.*

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## **INTRODUCTION**

Dribble is a basic technique in the game of basketball by bouncing the ball on the floor which is very useful when attacking or avoiding opponents or breaking through opponent's defenses, dribbles can also be done very low so as to avoid opponents from taking them, dribbles also cannot be higher than the head. (Rustanto 2015) height and body agility on basketball dribble results with a simple correlation coefficient between agility and dribble ability which means there is a significant relationship, (Mahardika 2016) argues that with exercise learning methods and motor educability on basketball skills there is a positive relationship between motor educatility and basketball dribble skills.

(Firmansyah, Syafaruddin, and Victorian 2019) shows that the agility and speed of the 30-meter run and the ability to dribble a basketball contribute 37% more significantly, while (Riyanto 2019) says that based on the jigsaw learning model, the ability to dribble basketball on the basis of jigsaw cooperative learning model with t-test calculations. (Hartanti, Nurhasan, and Syam Tuasikal 2020) stated that circuit learning based on a scientific approach to dribble learning greatly influences dribble skills so as to improve dribbling learning outcomes. (Saputra Hidayat 2020) Shuttle runs can improve dribbling skills more effectively than zig-zag exercises for dribble results in basketball games. (Iqbal, Julianti, and Dimiyati 2019) in the use of peer teaching models in the basic techniques of basketball dribbling are able to build cooperation in basketball games in the learning process as indicated by the test results given. (Purnomo, Kartiko, and Tuasikal 2021) shows that peer teaching learning is very effectively applied in learning dribbling basketball during the Covid19 pandemic. (Sari 2020) states that the development of speed dribbling exercises using the parachute dribble tool is very useful in independent training and can be combined with other training methods and obtains feasibility in the use of dribbling exercises.

The results of other studies prove that basketball is an integral part and is very important for individual and team play. Initially, dribbling the ball must leave the hand before you lift the axis of your foot off the floor, just like passing, dribbling is part of how to move the ball (Wissel 2012). (Burns and Dunning 2010) dribble is bouncing the ball to the floor using the left or right hand and in rhythm with the bounce of the ball. Basketball is a game of balance and speed, and all moves must focus on quality. On the other hand, other researchers also stated that dribbling the ball can also be considered as a pass to the floor, is a secondary offensive weapon that should not be overused. (Krause and Nelson 2019). (Yolis Y.A. Djami 2018) Dribbling is a way of carrying the ball in all directions by bouncing it continuously on the floor using one hand alternately when needed. (Prasetyo and Sukarmin 2017), (Putra 2014) in developing a game model for learning basic basketball techniques is very suitable and provides a new training model with ball relay in dribbling techniques such as Fun dribbling, target dribbling and tom and jerry, so as to improve dribbling results . (Novianti, Marsiyem, and Destriana 2019) In zig-zag training on dribbling speed in basketball games it turns out that it can have a big influence on basic dribbling techniques.

From the several opinions above, it can be concluded that height and agility and speed greatly affect the ability to dribbling basketball. Dribbling is a technique that must be mastered, the benefit when successful dribbling besides passing opponents can also open up space for teammates. Based on the conclusion of the problem of differences in the ability of basic basketball techniques for

elementary school students, it is necessary to find out differences in ability based on class. Researchers who have conducted research that dribbling in basketball is very important. This research was conducted to determine differences in the ability of basic basketball dribbling techniques with the results of data analysis in grades 1, 2, 3. The importance of this research as a researcher can find out the basic technical abilities of basketball, both dribbling male and female elementary school students. For coaches as assumptions of evaluation material and input in training athletes. For readers, it makes it easy for everyone to find information about basic basketball technical skills.

## **METHODS**

This research was carried out using a descriptive quantitative analysis method with a type of survey method (Sugiyono 2017) said that the method is a way to obtain data with its purpose and use. In this study carried out tests and measurements. The study population was students of SDN 10 Anjungan grades 1, 2 and 3 totaling 117 students, 52 boys and 65 girls. This sampling technique used a population sample, so the sample in this study were all students of SDN 10 Anjungan. The instrument in this study was zig-zag dribbling. Data analysis using SPSS was carried out by a T-test to see if there were differences between the lower class groups.

The stages of taking the test in this study used a survey method. By using the following test and measurement techniques:

### **1. Test Dribbling (Dribbling)**

This dribbling test has a validity of 0.804 and a reliability of 0.879

#### **a. Aim**

The purpose of this test is to measure the skills and dribbling skills and agility to change direction (agility).

#### **b. Tools and equipment**

For one person you need a room that is large enough, one basketball, benches or chairs (5 pieces), one stopwatch and writing instruments.

#### **c. tester**

1) Starter and timer concurrently 1 (one) person.

2) Registrar and supervisor are 1 (one) person.

#### **d. Test execution**

1) The distance to do the test is 5 meters.

2) The ball is placed in the middle of the start line which is described as the finish line. The test

stands ready behind the line, facing the direction it should be going.

3) At the signal "YES", the testee immediately takes the ball and dribbles it, overcoming obstacles until he crosses the finish line.

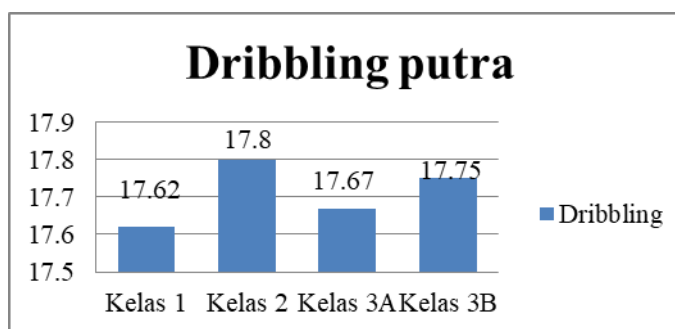
To the timekeeper at the signal "YES", the stopwatch is started, and just as the test crosses the finish line, the stopwatch is stopped. The time reached is counted to tenths of a second. Designs.

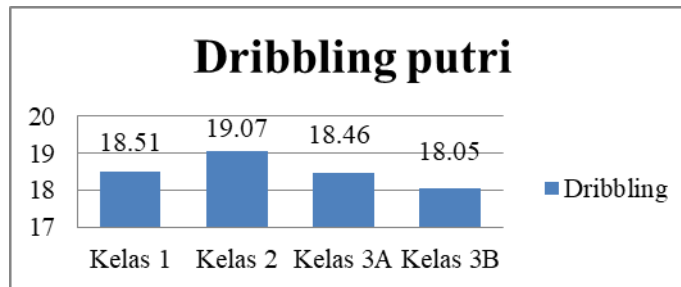
## RESULTS AND DISCUSSION

Measurements were taken on male and female students from SDN 10 Anjungan. The entire sample numbered 117. The test that was carried out was the zig-zag dribbling test for data collection, namely with a stopwatch, it was calculated the fastest time in carrying out zig-zag dribbling. With the fastest results, data for each lower class is obtained, then the results of the analysis are as follows:

Table 1. Lower Class Average Analysis Results

Hasil Data Putra			Hasil Data Putri		
Kelas	N	Dribbling	Kelas	N	Dribbling
Kelas 1	16	17,62	Kelas 1	22	18,51
Kelas 2	17	17,8	Kelas 2	12	19,07
Kelas 3A	10	17,67	Kelas 3A	15	18,46
Kelas 3B	9	17,75	Kelas 3B	16	18,05





Based on the results of the descriptive analysis of the graph above, it can be seen that the average results of the class that has the fastest dribbling results are in the class 1 male sample, 17.62 seconds and class 3B female, 18.05 seconds. The next step is to prove it with a normality test with the results of the entire class.

Table 2. Data Normality Test Results

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	df	Sig.
<b>kelas bawah</b>	,230	8	,200*

Based on table 2, the significant value using the Komogrov-Smirnov count significant value is  $0.200 > 0.05$ , so the data is declared normal. Further analysis using homogeneity test.

Table 3. Homogeneity Test Results

<b>kelas bawah</b>			
Levene Statistic	df1	df2	Sig.
<b>2,275</b>	1	6	,182

Based on table 3, a significant value using One-Way ANOVA if the significance value is  $> 0.05$  then the data is said to be homogeneous. If the significance value is  $< 0.05$ , the data is not homogeneous. It can be seen from the table above that the calculated significant value is  $0.182 > 0.05$ , so the data is declared homogeneous. Subsequent analysis using the T test.

After the normality test is carried out, then the data can proceed to the different test stage.

The different test used is the Independent Samples T Test using the SPSS application as follows:  
Diagram 1. Average pretest and posttest GPAI assessment results both team A and team B.

Tabel 4. Hasil Uji T

Uji T	
T	df

				Sig. (2-tailed)
<b>kelas bawah</b>	Equal variances assumed	-3,807	6	,009

Based on table 4 shows the results of the T test with a significance value in the lower class of  $0.009 < 0.05$ , it can be concluded that in the lower class there is a difference. These results are convinced according to table 1 in the average data which states that in class 1 (17.62), class 2 (17.8) and class 3 (17.67), (17.75) so that the value is significant then it is stated different.

The research results prove that male and female students in grades 1, 2 and 3 have different significance values in the basic basketball dribbling technique. Based on the results of the T test for the lower classes having significant value results, it can be concluded that there are differences in the results of the T test, so the results for the lower classes are not the same. Studies that support the basic technique of dribble are bouncing the ball to the floor using the left or right hand and in rhythm with the bouncing ball (Burns and Dunning 2010). Basketball is a game of balance and speed, and all moves must focus on quality. On the other hand, other researchers also stated that dribbling the ball can also be considered as a pass to the floor, is a secondary offensive weapon that should not be overused. (Krause and Nelson 2019). (Sukadana 2019) states that the contextual method can improve learning outcomes in the game of basketball by carrying out cycles of achievement to achieve the specified success indicators. (Fadlan 2019) learning to dribbling with learning and motivational methods turns out to be more effective and can increase the level of basic dribbling skills. (Rusmana 2019), (Wicaksono, Alsaudi, and ... 2020) developing a play-based basketball dribbling learning model can improve children's basic skills (fundamental motor skills). (Ricky 2020) learning basketball through a play approach turns out to be less effective in collecting data through observation sheets. In the jigsaw cooperative learning model, it turns out that it has a greater influence on dribbling skills (Waffa, Syafei, and Ismaya 2020). In contrast (Putra and Sudarso 2014), learning using the inquiry learning model has an influence on dribbling learning outcomes in basketball games. From these nine journals it is explained that in doing dribbling can be done in various ways quickly and balance.

In dribbling hand eye coordination is also a very important skill, such as doing left and right dribbling in zig-zagging or passing opponents. Dribbling skills need control and balance as well as hand-eye coordination in moving the ball (Zahrina and Nurrochmah 2021) dribbling by bouncing it continuously on the floor using one hand alternately. (Rahayu et al. 2017), (Ashrulloh 2018) with teaching style and hand-eye coordination of basketball dribbling learning for students who are taught with a teaching style of practice using video is better than using live demonstrations. (Fatahillah 2018), (Wicaksono, Firlando, and ... 2021) with data collection techniques using the illinois agility run agility test instrument on the ability to dribble a ball giving a coefficient result in free agility contributing to the ability to dribble a basketball. (Supian 2014) running speed and agility on basketball dribbling speed using the ex post facto method has a very large contribution to basketball

dribbling speed. (Rahayu et al. 2017) with teaching style and hand eye coordination learning dribbling basketball in students who have a high level of hand eye coordination is better than students who have a low level of eye coordination.

Based on the results of the study, it turns out that the older the boys and girls at SDN 10 Anjungan grades 1, 2 and 3 have different abilities. In relevant research based on basic basketball techniques, dribbling by analyzing through a zig-zag test, there is 1 class with an average speed of 17.62 seconds. It can be concluded that from several classes that are more proficient in dribbling techniques, namely class 1. So this research can be concluded based on relevant research on the basic techniques of dribbling basketball in fact have differences.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that differences in the basic basketball dribbling technical abilities of male and female students in grades 1, 2 and 3 had the fastest results in dribbling in the sample 1 male, 17.62 seconds and 18.05 seconds in class 3 female. In the results of data analysis in the t test, there are differences between male and female classes. The results of this study show that there is a significant difference in the lower class group, so the results of the lower class men are declared not the same.

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