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Application of Learning Using Chair Media To Improve Coordination of Basic Dribble Technique Skills In Basketball At SDN Bangkir

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ABSTRACT

This research is motivated by the suboptimal learning of basic dribbling techniques in basketball at SDN Bangkir. This study aims to improve students' coordination skills in performing basic dribbling techniques using chair media among fifth-grade students of class V-A at SDN Bangkir. This research was conducted at SDN Bangkir with the research sample population being the fifth-grade students of class V-A for the 2025/2026 academic year, consisting of 31 students, including 21 boys and 10 girls. The research method used is Classroom Action Research with a research design based on the Kemmis and McTaggart model, which focuses on cycles of reflection and continuous action. This research was conducted in three cycles. Each cycle consists of planning, action implementation, and observation. This classroom action research includes planning, action implementation, monitoring and evaluation, as well as analysis and reflection. Data collection is carried out at the monitoring and evaluation stage using student activity observation sheets and teacher activity sheets. Then the data were analyzed both quantitatively and qualitatively. The results of the first cycle of the study showed a completion rate of 16% or 5 students who had completed it. In the second cycle, there was a completion rate of 90% or 28 students who had completed it. Meanwhile, in cycle III, 100% or 30 people have achieved mastery. This shows that the actions taken in the first, second, and third cycles by both teachers and students can be said to have completed the learning process. Based on the above results, it can be concluded that using chair media can improve the basic dribbling technique coordination in basketball. From the research results, the researcher suggests that PJOK teachers should play a more active role during the implementation of teaching and learning activities so that students respond better and show more enthusiasm towards the provided lessons.

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C. Analysis and interpretation of data;
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INTRODUCTION

Physical education is an important part of general education. To achieve the same goal, which is to improve the overall quality of human life from cognitive, affective, and

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psychomotor aspects through physical activities, physical education focuses on physical activities. Physical education plays an important role in the character formation of students. In physical education, physical activities are not only aimed at achieving short-term goals, such as improving students' physical skills; their main goal is to shape a person as a whole, towards the desired image of a human being in educational objectives (Sari et al., 2024). According to (Lengkana et al., 2017), the development of mental, social, emotional, and moral aspects is an important part of physical education. According to (Pinar Arwanda et al., 2021), the process of physical education learning is an interaction between teachers and students. Good learning occurs when teachers not only act as information deliverers but also foster students' thinking so that they become active, creative, and enthusiastic in the learning process.

Learning media is a means to assist the teaching and learning process. Everything that can stimulate a person's thoughts, attention, and learning abilities or skills, thereby encouraging the teaching and learning process. Relevant learning media can help make the learning process more effective. For teachers, this media helps to concretize ideas or concepts and encourages active learning among students(Asiva Noor Rachmayani, 2015). Media usually includes people, materials, equipment, or activities that create an environment that allows students to acquire knowledge, skills, and attitudes (Wawan, Victor G. Simanjuntak, n.d.). According to (Saleh & Syahruddin, 2023), using the appropriate learning media in educational activities will be implemented effectively, depending on the learning objectives, materials, and student characteristics.

According to (JASMINE, 2014), basketball is one of the most popular sports, requiring very complex preparations for training and matches. Basketball is a type of sport where players can throw the ball to their teammates or pass the ball to them. Shooting the ball into the basket or the opponent's basket by bouncing it off the floor while standing or moving is the objective of this game. To become a basketball expert, a player must understand many basic techniques, such as dribbling, passing, catching, and shooting. Basketball is a team game, players must master several techniques to play well and correctly before joining a team. The basic techniques are: (1) passing, (2) dribbling, (3) shooting, (4) pivoting or turning, and (5) rebounding. Of the five basic techniques, the author conducted research on the application of learning about the dribble technique.

In basketball, dribbling is the effort to bring the ball into the opponent's area. Bringing the ball to the opponent's area can be done with more than one step and the ball is bounced. Dribbling is usually done by walking or running. Both the right hand and the left hand can be used for dribbling, but the ball cannot be carried with both hands (Ramadhan et al., 2020). In basketball, dribbling is useful for penetrating the opponent's defence, disrupting the opponent's defence, and can also be used to slow down the game's tempo and create scoring opportunities (Pinar Arwanda et al., 2021).

Students' playing skills will be influenced by good hand-eye coordination and vice versa. Both of these variables greatly influence the ideal playing ability, thus theoretically significantly affecting playing ability (Bahar, 2019). Eye movement coordination is the movement that occurs from information integrated into the movement of body parts. All

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movements must be controllable by sight and must be precise, according to the sequence planned in the mind. The movements referred to include bouncing the ball, throwing, kicking, and stopping it. For basketball players, this hand-eye coordination is not only useful when shooting, but also very important when dribbling. This happens because the eyes focus on watching the ball guarded by the opposing player, while the hands try to dribble the basketball to avoid the opponent(Abdilah, 2023).

From previous research titled "The Application of Audio-Visual Media in Improving Dribble Learning Outcomes" (Hita, 2020), discusses the use of audio-visual media in enhancing dribble learning outcomes. This research shows that there is an improvement in basketball dribbling skills through the use of audiovisual media in basketball learning for Class X IPS at SMA PGRI Aikmel, East Lombok Regency. Regarding "The Influence of Using Audio-Visual Media on the Learning Outcomes of Basketball Dribbling for Class XI at SMA Negeri 15 Semarang in the 2020 Academic Year," the research findings indicate a significant impact from the use of the audio-visual media learning model in improving the dribbling learning outcomes of Class XI students at SMA Negeri 15 Semarang. In this study, the treatment provided was learning using audio-visual media. The results of the study indicate that there is a significant influence from the use of the Dribble learning model and Audio Visual Media in improving the Dribble learning outcomes of 11th-grade students at SMA Negeri 15 Semarang.

Based on the observation results of the fifth-grade students in class V-A during the basketball dribbling lesson, the students had difficulty coordinating hand movements while dribbling, especially due to a lack of mastery of the technique. Therefore, further instruction is needed to coordinate the dribbling technique in basketball. Chair media aims to make dribbling lessons more diverse and motivate students to be more enthusiastic about learning dribbling. With this in mind, physical education, sports, and health teachers need to find ways to teach basic dribbling. Teachers are expected to act as facilitators and selectors of media that can implement learning according to the material, methods, and evaluation of learning. Teachers are always required to be able to improvise and develop according to their abilities. Seeing challenges like this, the media will be very helpful in solving this problem. Students will be both challenged and motivated because, with the proper use of media, they will gain new and enjoyable experiences. This is certainly in line with the expectations of active, innovative, creative, effective, and enjoyable learning. From the presentation, the researcher is interested in taking the title: "Implementation of Learning with Basketball at SDN Bangkir."

METHODS

The research method used is Classroom Action Research (CAR) employing the Kemmis and McTaggart model, focusing on the cycle of reflection and continuous action. By repeatedly identifying problems, planning, acting, and evaluating, teachers can effectively improve their teaching practices and student learning outcomes. In the Kemmis and Mc model, there are four phases: planning (plan), action (act), observation

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(observe), and reflection (reflect). The plan includes everything that will be carried out during the action phase. This action stage is carried out simultaneously with observation. The researcher takes action and observes what happens. From the results of the implementation and observation data, the data will be analyzed to determine whether the objectives and outcomes of the research have been "fully" achieved or not.

This data analysis is called reflection. If the research objectives have not been fully achieved, the researcher conducts a second cycle or round, starting with planning and reflection, to validate the research findings. This cycle or round continues until the researcher determines that the problem being studied has been resolved and the learning process or objectives have been improved.

The research sample consists of students from SDN Bangkir class V-A for the 2025/2026 academic year, totalling 31 students, comprising 21 male students and 10 female students.

Planning is the first step, which involves creating a lesson plan (RPP) to focus on learning basic dribble techniques using chair media. The instruments used in this study are the physical education teacher performance assessment instrument the physical education teacher performance assessment instrument, the daily lesson implementation ability instrument, the student activity instrument, and the student learning outcome test.

RESULTS AND DISCUSSION

Result

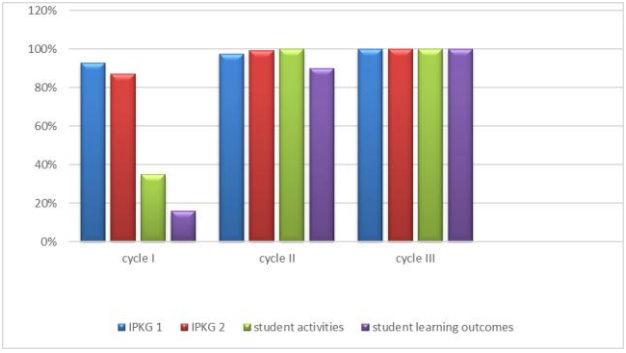

Diagram 1.
Recapitulation of Results

Table 1.
Recapitulation of Results of Obtaining Percentage Planned Learning

Aspects observed	Cycle I	Cycle II	Cycle III
Formulation of learning objectives	81.25%	87,5%	100%
Developing and organizing learning media materials and learning methods	93.75%	100%	100%
Planning learning activity scenarios	90%	100%	100%
Planning procedures, types and preparing assessment tools	100%	100%	100%
Lesson plan document view	100%	100%	100%
Total Percentage	**93%**	**97,5%**	**100%**

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It can be seen that the percentage of the results of teacher planning observations in cycle I in formulating learning objectives reached 81.25%. In developing and organizing learning media materials and learning methods reached 93.75%. InPlanning learning activity scenarios reached 90%. In planning procedures, types and preparing assessment tools reached 100%, and in the display of learning plan documents 100%. So the percentage of planning is 93%. Thus, teacher planning in cycle I has not reached the target of 100%, so improvements are needed in the next cycle.

It can be seen that the percentage of the results of teacher planning observations in cycle II in formulating learning objectives reached 87.5%. In developing and organizing learning media materials and learning methods reached 100%. InPlanning learning activity scenarios reached 100%. In planning procedures, types and preparing assessment tools reached 100%, and in the display of learning plan documents 100%. So the percentage of planning is 97.5%. Thus, teacher planning in cycle II has not reached the target of 100%, so improvements are needed in the next cycle.

It can be seen that the percentage of the results of teacher planning observations in cycle III in formulating learning objectives reached 100%. In developing and organizing learning media materials and learning methods reached 100%. InPlanning learning activity scenarios reached 100%. In planning procedures, types and preparing assessment tools reached 100%, and in the display of learning plan documents 100%. So the percentage gain in planning is 100%. Thus, teacher planning in cycle III has reached the target of 100%. Thus, planning activities in cycle III have achieved good criteria in all indicators.

Table2.
Recapitulation of Results of Percentage of Teacher Performance Implementation

Aspects observed	Cycle I	Cycle II	Cycle III
Pre-learning	87.5%	100%	100%
Opening learning	100%%	100%	100%
Managing the core of learning	75%	95%	100%
Demonstrating special abilities in physical education learning	86%	100%	100%
Carrying out evaluation and learning outcomes	87.5%	100%	100%
The general impression of teacher performance	87.5%	100%	100%
Total Percentage	**87%%**	**99,1%**	**100%**

The results of the analysis of the implementation of teacher performance in cycle I can explain that teacher performance in the learning process in cycle I have implemented almost all aspects that had been planned previously. In pre-learning, the percentage reached 87.5%. In opening learning, it reached 100%. Managing the core of learning reached 75%. In Demonstrating special abilities in physical education learning reached 86%. Carrying out evaluations and learning outcomes reached 87.5%, in the general impression of teacher performance 100%. So the percentage gain in cycle I planning was 87%. From the results of reflections that have been carried out by teachers and observers, several things must be improved in the implementation of the next cycle, namely having to prepare pre-learning, having to be able to manage the core of learning, demonstrating special abilities in physical education learning, carrying out evaluations and learning outcomes and the general impression of teacher performance in the learning process.

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The results of the analysis of the implementation of teacher performance in cycle II can explain that teacher performance in the learning process in cycle II has implemented almost all aspects that had been planned previously. In pre-learning, the percentage reaches 100%. In opening learning, it reaches 100%. InManaging the core of learning reached 95%. In Demonstrating special abilities in physical education learning reached 100%. In Implementing evaluations and learning outcomes reached 100%, in the general impression of teacher performance 100%. So the percentage gain in cycle II planning was 99.1%. From the results of the reflection that has been carried out by teachers and observers, several things must be improved in the implementation of the next cycle, namely being able to manage the core of learning.

The results of the analysis of the implementation of teacher performance in cycle III can explain that teacher performance in the learning process in cycle III has implemented almost all aspects that had been planned previously. In pre-learning, the percentage reaches 100%. In opening learning, it reaches 100%. InManaging the core of learning reached 100%. In Demonstrating special abilities in physical education learning reached 100%. In implementing evaluation and learning outcomes reached 100%, in the general impression of teacher performance 100%. So the percentage gain in cycle III planning is 100. All indicators have been achieved. The results achieved are 100%. Thus, teacher performance in cycle III has met the target, and all indicators have been achieved.

Table 3.
Recapitulation of Student Activation Observation Results

Qualification	Number of Students		
	Cycle 1	Cycle 2	Cycle 3
Good	35% (11 students)	100% (31 students)	100% (31 students)
Enough	51% (16 students)	-	-
Not enough	12% (4 students)	-	-

Based on the target, the percentage of student activity in cycle I has not reached the target set. This needs to be considered so that in the next cycle the teacher is better so that students are more active in learning basic dribbling techniques using chair media so that improvements are needed in cycle II. Based on the target, the percentage of student activity in cycle II has reached the target set. Students are more active in learning basic dribbling techniques using chairs, so learning must be consistent so that students are more active. Based on the target, the percentage of student activity in cycle II has reached the target set. Students are more active in learning basic dribbling techniques using chairs, so learning must be consistent so that students are more active.

Table 4.
Recapitulation of Percentage of Learning Outcome Improvement Data Students in Basic Basketball Dribbling Technique Learning

Qualification	Cycle 1	Cycle 2	Cycle 3
Amount Students	31	31	31
Completed	5	28	31
Presentation	16%	90%	100%
Not Yet Finished	26	3%	0
Presentation	**83%**	**9,6%**	**0%**

Based on the results of data processing and analysis of the dribble practice test, it was found that the level of student ability increased. This can be seen from the results of the final test of cycle I learning as seen in Table 1 which shows an increase in the acquisition of scores from the initial data. Students who were good at dribbling in cycle I were 5 students or 16% and students who were not good at dribbling were 26 students or 83%. Judging from the results of the analysis of cycle I, it turns out that the target of student ability has not been achieved, namely student completion of 26 or 83%, students who have completed learning in cycle I have only reached 16% or 5 students. So that researchers and teachers reflect to determine the actions to be taken in the next cycle.

Based on the results of data processing and analysis of the dribble practice test, it was found that the level of student ability increased. This can be seen from the results of the final test of cycle II learning as seen in Table 2 which shows an increase in the acquisition of scores from the initial data. Students who were good at dribbling in cycle II were 28 students or 90% and students who were not good at dribbling were 3 students or 9.6%. Judging from the results of the analysis of cycle II, it turns out that the target of student ability has not been achieved, namely student completion of 3 or 9.6%, students who have completed learning in cycle II have only reached 90% or 28 students. So that researchers and teachers reflect to determine the actions to be taken in the next cycle.

Based on the results of data processing and analysis of the dribble practice test, it was found that the level of student ability increased. This can be seen from the results of the final test of cycle III learning as seen in Table 3 which shows an increase in the acquisition of scores from the initial data. Students who were good at dribbling in cycle III were 31 students or 100% and students who were not good at dribbling were 0 students or 9.6%. Judging from the results of the analysis of cycle II, it turns out that the target of student ability has not been achieved, namely student completion of 3 or 9.6%, students who have completed learning in cycle II have only reached 90% or 28 students. So that researchers and teachers reflect to determine the actions to be taken in the next cycle. Judging from the results of the analysis of cycle III, the target of student success has been achieved, namely, student completion of 31 or 100% so that efforts to provide action are ended. Based on the results obtained and summarized planning, implementation, student activities and learning test results in cycle III actions, there was an increase compared to cycle I and cycle II. The results of student learning outcome tests, student activities, planning, and implementation have reached the expected and determined targets so the cycle stops because the target has been achieved.

Discussion

Based on the data analysis results from the research above, it shows that student learning completeness increased from 6.4% in the initial data to 100% in the third cycle. From the first cycle to the second cycle, students experienced significant improvement due to the additional time and movement adjustments in the treatment provided. This shows that the application of dribbling technique learning using chair media achieved the targeted criteria for learning completeness. Classroom action research aimed at

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improving the quality of the learning process in the classroom will obtain qualitative data on the improvement of the quality of the learning process or the reduction of obstacles that cause the quality of the learning process to be low (citation). In line with the theory from (Wawan, Victor G. Simanjuntak, n.d.), shows that the application of modified learning media achieves learning completeness above the required criteria.

Based on the data, shows that there is an improvement in basketball dribbling skills through the application of modified learning media for students. The results of this study are in line with cognitive development theory, where all behaviours are systematically organized to optimize children's cognitive improvement. As stated by Greenwald (1968) and Petty, Ostrom & Brack (1981) in Baron & Byrne (1991), focusing on the analysis of cognitive responses, they said: "An effort to understand what people think when they are confronted with persuasive stimuli, and how cognitive and mental processes determine whether they experience attitude change or not (Budi, 2020). Learning using chair media to improve coordination of basic dribbling skills in basketball.

CONCLUSION

Based on the research results, the application of learning using chair media can improve students' learning outcomes in the basic dribbling technique material in basketball. The results of this research will help physical education teachers improve learning outcomes related to cognitive, affective, and psychomotor aspects.

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