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Turbo Throwing Game Application To Improve One-Hand Pass Skills In Basketball Learning At Arcamanik 04 Elementary School

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ABSTRACT

This study aimed to improve the basic movement skills in basketball among students at SDN Arcamanik 04, which were not yet optimal. This study aims to improve the basic one-hand pass technique using the Turbo Throwing game for fifth-grade students at SDN Arcamanik 04. The study was conducted at SDN Arcamanik 04 on Physical Education for fifth-grade students in the 2024/2025 academic year, involving 24 students—13 boys and 11 girls. Classroom Action Research is the method used. The research design uses the Kemmis and MC. Taggart models, which focus on continuous reflection and action cycles. This research was carried out in three cycles, each consisting of planning, action implementation, monitoring and evaluation, as well as analysis and reflection. Student and teacher activity observation sheets were used to collect data during the monitoring and evaluation stage. The data was then analyzed using both quantitative and qualitative methods. In the first cycle, only one person completed it, resulting in a 4% pass rate. In the second cycle, 18 people passed, reaching a 75% pass rate. By the third cycle, all 24 participants completed it, achieving a 100% pass rate. This indicates that teacher-student activities in the first, second, and third cycles successfully met the learning process requirements. Based on the data above, the use of Turbo Throwing games can enhance the fundamental movement skills of one-handed passes.

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A. Conception and design of the study;
B. Acquisition of data;
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INTRODUCTION

Education is one way to help create a more humanized society (Firmansyah & Rukmana, 2017). Education is the process of gaining knowledge through both formal and informal means to develop individuals of high quality (Fahrina et al., 2023). Teaching physical education plays a crucial role in shaping students' behaviour, particularly in fostering discipline, cooperation, and social responsibility (Nurfitri et al., 2025). Education has been present in Indonesia from ancient times to the present (Muttaqin, 2018). The lack of character in education is also influenced by the current educational

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paradigm, which prioritizes intellectual ability (IQ) over emotional intelligence (Heart Start) (Lengkana et al., 2019). The shortage of skilled physical education teachers leads to ineffective teaching. Additionally, several other factors influence the overall quality of education, including educational goals, teachers, students, learning resources, and the surrounding environment (Lengkana et al., 2017). Therefore, the quality of physical education in schools is influenced by factors such as teachers, students, curriculum, goals, teaching approaches, facilities, and infrastructure (Motivasi et al., 2021).

Physical education in schools plays a crucial role in allowing students to learn in an organized manner through structured physical activities, sports, and health programs. These learning experiences help support both mental and physical development while encouraging healthy lifestyle choices in line with regulations (Lengkana et al., 2020). Physical education is one of the most popular subjects among students because it often includes games, making learning more engaging and enjoyable (Rukmana et al., 2018). At SDN Arcamanik 04, PJOK is taught by the class teacher due to the absence of a dedicated supervising teacher. This leads to a lack of teacher qualifications and teaching skills, resulting in lower student motivation and enthusiasm, which negatively impacts the effectiveness of PJOK education (Mulyana et al., 2024). This highlights the need to enhance children's physical health, particularly among primary school students (Lengkana et al., 2023).

Observations of fourth-grade students at SDN Arcamanik 04 during the 2023-2024 school year showed that their main difficulties in learning basketball passing were related to hand-foot coordination and technical skills. According to (Hanief et al., 2017), basic movement is a crucial factor, so education should place greater emphasis on teaching students how to perform one-handed passes in basketball. Physical education highlights the importance of increasing children's active participation in various activities, allowing them to gain both practical and educational benefits from the teaching methods used (Lengkana, 2022). Using turbo throws is expected to make passing lessons more innovative and encourage students to engage more in basketball learning. Therefore, physical education teachers should use simpler and more enjoyable methods to teach passing.

There are various passing techniques, such as bounce passes, overhead passes, chest passes, and one-handed passes. Each of these can be used to intercept or redirect an opponent's ball. A one-hand pass is a passing technique that uses only one hand. It is particularly useful for delivering the ball to a distant teammate, as the high bounce can make it difficult for opponents to intercept. One and pass are played by using the dominant hand with slight body support, pulling the arm back, and positioning the other hand in front.

Turbo throwing is a javelin-throwing sport designed for children with special needs, where the javelin is modified using a PVC (Pralon) material with a rubber weight at the end (Putra & Nigrum, 2021). This game is an excellent way to develop driving skills, motor skills, courage, honesty, critical thinking, and athleticism. It incorporates physical activities such as running, throwing, strength, coordination, speed, and endurance. According to (Turnip & Panjaitan, 2015), the educational process has specific characteristics that contribute to achieving higher levels of proficiency. To start, hold the turbo near your head, slightly above your shoulders. Then, throw the turbo forward

while pulling your hands back. Your body should lean slightly forward as you complete the throw, with your hands following the direction of the throw. Throwing a turbo requires good coordination between your eyes, feet, and hands. Your eyes help guide the direction of the throw, your feet provide stability as you throw, and your hands control the release to achieve the desired distance. Proper coordination of these three elements is essential for an accurate and effective throw.

Coordination is an essential skill in many activities, not just in turbo-throwing. It is also needed in various other tasks that require well-developed coordination abilities (Sari et al., 2022). According to (Ardiyanto, 2018), coordination plays a crucial role in improving basic basketball techniques. Basketball requires a high level of coordination, especially when it comes to throwing and catching the ball. This game is played with a limited number of players per team. The objective is to score as many points as possible while preventing the opposing team from doing the same. Coordination of basic techniques is essential in hockey, with shooting, passing, and dribbling being the key skills to master.

As a mediator, a teacher must be flexible in selecting media that can be adapted to the needs of students, teachers, evaluations, procedures, and materials (Adilla et al., 2024). Play is one way to help children reach their full potential (Siti Nur Hayati & Putro, 2021) However, teachers must continuously innovate and develop students' skills to keep them engaged with new and interesting topics. Using the right methods ensures that students stay motivated, leading to learning that is active, innovative, creative, effective, and enjoyable. "Physical education not only enhances academic achievement but also cultivates positive attitudes and serves as a guide to help students reach their learning goals" (Fi'liyah Hanif Clarisa, Anin Rukmana, 2016). Based on this explanation, the researcher is interested in adopting the title: "The Application of Turbo Throwing Games to Improve Basic One-Hand Pass Movements in Basketball Learning at SDN Arcamanik 04.".

Playing games can be a way to help children manage their emotions. Various types of games, both traditional and modern, can also contribute to improving their physical fitness (Rukmana et al., 2024). Research has been conducted comparing the effectiveness of turbo-throwing games in improving one-handed lower passing in basketball learning at SDN Arcamanik 04. It examines student engagement in learning one-handed lower passing, their learning outcomes, and their ability to demonstrate an understanding of the material during the learning process (Irawati et al., 2021). Physical education helps shape a person's character while also enhancing motor development (Safari et al., n.d.).

METHODS

The method used is Classroom Action Research (CAR) with a design based on the Kemmis and McTaggart model, which emphasizes continuous reflection and action. By consistently identifying problems, assessing, providing feedback, and evaluating students, teachers can effectively enhance teaching practices and improve student learning outcomes. The subjects of this study were fifth-grade students of SDN Arcamanik 04 in the 2024-2025 school year, totalling 24 students, consisting of 13 boys

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and 11 girls. The research process began with observing the students during PE lessons focused on basketball, specifically the one-handed pass. Based on the observations, difficulties were identified in these basic movements. To address these challenges and enhance learning, the turbo-throwing game was implemented.

Planning is the first step, which involves creating a lesson plan (RPP) for PE focused on one-handed basketball passing techniques using the turbo-throwing game model. Additionally, the necessary facilities for the research process are carefully assessed. Observation tools, field notes, interview guidelines for teachers and students, and documentation are carefully reviewed and discussed. Additionally, evaluation tools for one-handed passing are designed to enhance the learning process through IPKG 1, IPKG 2, student activity assessments, and student skill formats.

As outlined in the action plan, the full education program includes all activities from start to finish within a two-hour session. Although thorough preparation has been carried out, researchers must still analyze, review, and find solutions to ensure the process runs smoothly. During the action, the researcher documents the learning process and outcomes, records each result, and observes both the teacher's teaching methods and student participation.

In addition, observers and researchers collaborate to address research challenges, sharing the same goal as teachers in enhancing and improving the learning process. Students are expected to stay focused during lessons to avoid distractions. If the objectives are not met in the first stage, improvements will be made in the second stage, and if necessary, further refinements will be implemented in the final stage.

As part of the reflection process, the researcher (teacher) should compare data from previous studies with the findings from the implementation of learning activities. This includes analyzing student learning outcomes in terms of effectiveness, cognition, and psychology, as well as evaluating the teacher's performance to assess the progress made. Furthermore, an evaluation is conducted based on the key objectives outlined in the lesson plan, followed by continuous improvements during the learning process. Based on the analysis results, the teacher develops an action plan for the next lesson, either by refining the existing plan or creating a new, improved one to enhance students' understanding of one-handed lower passing as intended.

This study's data collection tools include observational data, interview data, field data, and learning outcomes. Observations are conducted using an observation guide to assess the teacher's performance and student activities in a structured manner. Interviews are conducted through dialogue between the interviewer and students to gather information about the learning process, with questions based on the interview guidelines. Field notes record descriptions of the learning process, interpretations, corrections, and suggestions from the researcher based on observations. Meanwhile, learning outcome tests use assessment sheets to evaluate students' understanding of the material, specifically focusing on the basic movement of one hand pass.

Data analysis is conducted to assess the effectiveness of the learning process based on both quantitative and qualitative data collected. Evaluation takes place from

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the beginning to the end of the activity, focusing on key characteristics, problem areas, and objectives. It also involves comparing results before and after using normative criteria, where findings are based on best practices from both teachers and students. If the outcomes improve after the intervention and the research objectives are achieved, the study is considered successful.

RESULTS AND DISCUSSION

Result

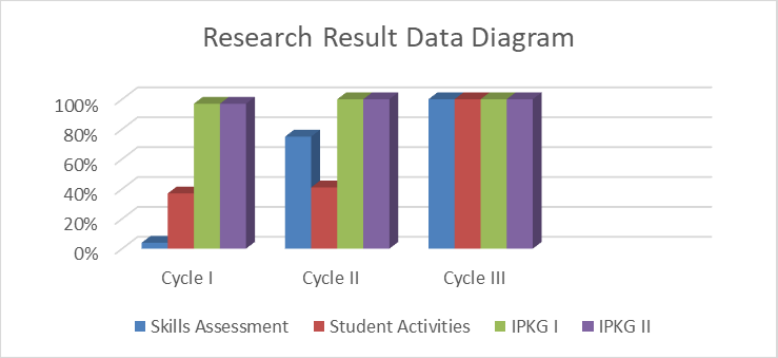

Figure 1.
Graph of Students' Basic One-Hand Pass Movement Skills Increasing

Cycle I

The results of the IPKG I evaluation observation were 74%, and the IPKG II evaluation observation showed 97%. In the first cycle, there was only one student who scored 75, which represents a 4% completion rate—meaning only one out of 24 students was able to complete the task. To gather initial information on the basic movements of one-handed passing, the researcher used a turbo-throwing game to teach these skills in Cycle I. Based on the results from the first phase, there are still some areas for improvement that should be addressed in future teaching. Therefore, this research will continue into the second phase, incorporating the evaluation and reflection from the first phase of teaching. This will be done through lesson plans and Teacher Performance Assessment Instruments I and II, which yielded results of 74% and 97%, respectively. The results of the IPKG I research on teaching showed some areas that needed improvement. In light of this, the researcher discussed the issues with the collaborating teacher before starting Cycle II. They reviewed the shortcomings of Cycle I, particularly the initial position, execution, and ball movement, which were not fully aligned with the research objectives.

Cycle II

In Cycle II, 18 students completed the turbo-throwing game, while 6 students did not, resulting in a 75% completion rate. The IPKG I and II observation results were 85% and 100%, respectively. Therefore, after the first-semester evaluation, students' abilities improved by 71%, showing better progress compared to the first semester. Although the minimum passing grade for physical education is 75, the research goal of 80% has not yet been achieved. Therefore, the study will continue in the third chapter by analyzing

deviations found in the field notes from the second chapter. Although the IPKG results range from 85% to 100%, the main area for improvement in teaching is the use of the one-hand pass basic movement. The researcher and observer will discuss the shortcomings in the second stage of teaching, particularly focusing on proper execution of the one-hand pass, especially foot positioning and final posture, which were found to be inconsistent with the expected standards.

Cycle III

In Cycle III, students learned how to perform one-handed passing through the Turbo Throw game. The teacher also motivated them to practice diligently and sincerely over three sessions. With a 100% success rate, the learning outcomes in Cycle III showed a significant improvement, as all 24 students achieved both the KKM score of 75 and the target score of 80. Other aspects of the learning process, as measured by the Teacher Performance Assessment Instrument I and II, showed results of 95% and 100%, respectively. This indicates that the research has met the criteria and successfully achieved its objectives. Based on the data analysis from the completed study, the Turbo Throw game effectively improved the speed of one-handed passing. This had a positive impact on student learning outcomes and performance, as evidenced by the increase in students' average grades each semester. Therefore, the researcher concluded that this study would only proceed up to the third chapter.

Discussion

With the results of this study, the turbo throwing game has a significant effect and there is an increase in the value of completeness. With the data obtained from research on the application of turbo throwing games to improve the basic movements of one hand pass, it can be concluded that in basic movements there is a significant increase. These results are in line with the theory of basic motion development in children that athletic throwing games can develop basic movements in children (Rumini, 2014)

(Irham et al., 2024) state that through the learning outcomes of throwing specific movements in basketball learning in elementary school children can develop more effective fine motor skills. In addition, the results of this study can also be supported by Muliadi's statement that there is a relationship between arm muscle strength and static balance on turbo throws (Muliadi Muin, Ardiansyah Nur, 2019)

From this study turbo throwing games in improving the basic movements of one hand pass can be integrated into learning methods by educators in improving basic movements. Learning games that are developed and applied in training basic movements towards basketball learning can be done this is suggested by (Sulaiman & Sulaiman, 2023)

CONCLUSION

Based on the results of the research, the Turbo Throw game can enhance the speed of one-handed passes and improve the learning outcomes of students learning basketball. The findings of this study are expected to assist students, particularly PE

teachers, in enhancing cognitive, affective, and psychomotor learning outcomes. For future researchers continuing this study, it is recommended to use more diverse teaching materials, such as turbochargers and basketballs, but with a clear focus on achieving a specific objective.

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