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Improving Basketball Dribble Learning Outcomes Through Audio Visual Media

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ABSTRACT

This study aims to improve basketball dribbling learning outcomes through audio-visual media applications for fifth-grade students of SMA Negeri 2 Martapura, Banjar Regency. The method used is Classroom Action Research (KAR) which is carried out collaboratively in two cycles. The research subjects were 35 fifth-grade social studies students of SMA Negeri 2 Martapura, consisting of 17 male students and 18 female students. Data collection techniques include observation, learning outcome tests, and documentation. Data analysis uses a comparative descriptive method by comparing the results in each research cycle. The results of the study showed a significant increase in students' basketball dribbling learning outcomes. In the pre-cycle stage, student learning completeness only reached 14% (5 students). In Cycle I, learning completeness increased to 43% (15 students). In Cycle II, learning completeness increased again to 80% (28 students) who have achieved the Minimum Completeness Criteria (KKM) of 75. It can be concluded that the audio-visual media application successfully improved basketball dribbling learning outcomes. Implications for physical education teachers include the use of audio-visual media as an innovative learning strategy to increase student motivation and skill mastery. This study involved 18 references, 7 data tables, and 2 research cycles as additional materials.

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

Sports activities continue to grow and have become an integral part of community life. Physical education is an integral part of general education. As stated in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential. Physical education is expected to stimulate the development of balanced attitudes, mental, social, emotional, and motor skills in students.

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Basketball is one of the main sports included in the physical education curriculum. Basketball has certain universal values and characteristics that are very interesting to observe and play. In basketball, there are several basic techniques that must be mastered by a player, namely: (1) passing, (2) dribbling, (3) shooting, (4) turning, and (5) grabbing the rebound (Khoeron, 2025). Among these techniques, dribbling occupies a fundamental position because it is the first technique taught to beginner players.

Dribbling is an integral part of basketball and is essential for both individual and team play. According to Farias et al. (2022), many basketball players struggle to master basic dribbling techniques, including control, speed, coordination, and rhythm. Dribbling is defined as a fundamental basketball technique in which a player bounces the ball on the floor using one hand (Idham et al., 2023). Raihan (2020) also states that dribbling is a fundamental ball skill technique, aimed at enabling players to recognize, control, and play with the ball.

Based on field observations at SMA Negeri 2 Martapura, it was found that the dribbling ability of class X 5 students was still low. Mistakes made included: lowering the head when dribbling the ball so it was easily taken; bouncing the ball too high; irregular ball control; bouncing the ball too fast; difficulty controlling the ball; and kicking the ball too hard. These mistakes caused students to not reach the set KKM of 75, with only 14% (5 students) passing the pre-cycle assessment.

Audio-visual media is a learning medium that combines visual and auditory elements so that students can observe correct movements directly and gradually, thus facilitating the understanding of proper dribbling techniques (Pembayun & Rachman, 2016). Several studies have demonstrated the effectiveness of audio-visual media in improving basketball learning outcomes. Arwanda et al. (2021) found a significant effect of audio-visual media on basketball dribbling learning outcomes at SMA Negeri 15 Semarang. Similarly, Simbolon (2025) showed that audio-visual media significantly contributed to improving dribbling mastery.

Against this background, this study aims to improve basketball dribbling learning outcomes through audio-visual media applications for fifth-grade students of SMA Negeri 2 Martapura, Banjar Regency. The novelty of this study lies in its implementation in the context of South Kalimantan, using a two-cycle classroom action research design with structured rubric assessment.

METHODS

This research is a collaborative Classroom Action Research (CAR). CAR is a form of reflective investigation conducted by educators within their own classroom contexts with the aim of improving school practices (Parnawi, 2020). This research follows Kemmis and McTaggart's spiral model, which consists of four stages: planning, action, observation, and reflection, implemented in two cycles.

The subjects of this study were students of class X 5 IPS of SMA Negeri 2 Martapura, Banjar Regency, in the 2026/2027 academic year, consisting of 35 students (17 male students and 18 female students).

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Each cycle consisted of two meetings. In the planning phase, the researcher prepared a lesson plan, observation sheets, evaluation sheets, and action scenarios. In Cycle I, implementation included: starting the lesson with motivation; showing an audio-visual video of basketball dribbling techniques; guided practice dribbling on the spot for 10 minutes; practicing zigzagging through cones; and correction and feedback from the teacher. In Cycle II, implementation focused on refinement: re-showing the video with an emphasis on finger usage and wrist movements; group practice in three to four groups; a 3v3 mini-game; and a final performance test.

The data collection techniques used are: (1) Observation – direct observation of the learning process; (2) Literature Study – data collection from books, journals, and scientific sources; (3) Performance Assessment – practical dribbling test assessed using an assessment rubric. The assessment rubric includes three stages: the preparation phase (standing in a stepping position, body slightly leaning forward, body weight on the back foot); the movement phase (pushing the ball with the palm of the hand, appropriate bounce height, free gaze forward); and the final movement phase (both hands relaxed, body straightened). The assessment formula used is: Score = (Total Score Obtained / Maximum Score) × 100. Students are categorized as follows: Very Good (91–100), Good (71–90), Sufficient (61–70), and Poor (51–60). Data analysis uses a comparative descriptive method by comparing the results in each cycle. Classical completeness is determined when ≥80% of students achieve the KKM of 75.

RESULTS AND DISCUSSION

Result

Pre-Cycle Basketball Dribbling Learning Outcomes

Based on the pre-cycle basketball dribbling performance test for grade X 5 students of SMAN 2 Martapura, the highest score was 84 and the lowest was 55. The distribution showed that most students were below the KKM, with 8 students (23%) in the 55–59 interval, 13 students (37%) in the 60–64 interval, 6 students (17%) in the 65–69 interval, 4 students (11%) in the 70–74 interval, 3 students (9%) in the 75–79 interval, and 1 student (3%) in the 80–84 interval.

Table 1.
Frequency Distribution of Pre-Cycle Basketball Dribbling Learning Outcomes

Interval	Absolute Frequency	Relative Frequency
80 - 84	1	3%
75 - 79	3	9%
70 - 74	4	11%
65 - 69	6	17%
60 - 64	13	37%
55 - 59	8	23%
Amount	**35**	**100%**

Based on pre-cycle data, only 5 students (14%) achieved the KKM, while 30 students (85%) did not achieve the minimum completion criteria. This indicates significant

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learning challenges related to mastery of basketball dribbling techniques. Key errors observed included students lowering their heads while dribbling, inconsistent ball bounce heights, lack of eye control, and poor finger-wrist coordination.

Table 2.
Recapitulation of Pre-Cycle Learning Completeness

Cycle	Number of students Percentage	Category
Pre Cycle	5 14%	Completed
Pre Cycle	30 85%	Not Completed

Basketball Dribbling Learning Outcomes Cycle I

After the implementation of audio-visual media learning in Cycle I, the results showed an increase. The highest score was 85 and the lowest was 50. The distribution: 6 students (17%) in the 50–55 interval; 8 students (23%) in the 56–61 interval; 4 students (11%) in the 62–67 interval; 2 students (6%) in the 68–73 interval; 9 students (26%) in the 74–79 interval; and 6 students (17%) in the 80–85 interval. Students who achieved the KKM increased to 15 (43%), while 20 students (57%) had not achieved it. Classical completeness had not been achieved.

Table 3 .
Frequency Distribution of Basketball Dribbling Learning Outcomes Cycle I

Interval	Absolute Frequency	Relative Frequency
80 – 85	6	17%
74 – 79	9	26%
68 – 73	2	6%
62 – 67	4	11%
56 – 61	8	23%
50 – 55	6	17%
Amount	**35**	**100%**

In Cycle II, after intensifying audio-visual learning with group-based practice and mini-games, the results improved significantly. The highest score was 85 and the lowest was 57. Distribution: 3 students (9%) in the 55–60 interval; 4 students (11%) in the 61–66 interval; 0 students (0%) in the 67–72 interval; 14 students (40%) in the 73–78 interval; 10 students (29%) in the 79–84 interval; and 4 students (11%) in the 85–90 interval. Students who achieved the KKM reached 28 (80%), while 7 students (20%) had not achieved it. Classical completeness was achieved.

Table 4.
Recapitulation of Completeness of Cycle I Learning

Cycle	Number of students Percentage	Category
Cycle I	15 43%	Completed
Cycle I	20 57%	Not Completed

Basketball Dribbling Learning Outcomes CYCLE II

The application of audio-visual media in physical education, particularly for basketball dribbling techniques, has been proven effective in improving student learning outcomes. Through audio-visual media, students can observe examples of correct movements directly and step-by-step, thus facilitating the understanding of proper

dribbling techniques according to teacher instructions (Hakim & Basuki, 2023). Students also become more active in participating in the learning process and are able to gradually correct movement errors.

Table 5 .
Frequency Distribution of Basketball Dribbling Learning Outcomes Cycle II

Interval	Absolute Frequency	Relative Frequency
85 – 90	4	11%
79 – 84	10	29%
73 – 78	14	40%
67 – 72	0	0%
61 – 66	4	11%
55 – 60	3	9%
Amount	**35**	**100%**

This finding aligns with previous research by Pembayun and Rachman (2016:282), which demonstrated a significant effect of audiovisual media use on basketball dribbling learning outcomes, with a p-value less than alpha (0.000 < 0.05). Simbolon (2025) also reported that the application of audiovisual learning increased student completion from 13% in the initial study to 63% in Cycle I and 87% in Cycle II. Similarly, Arwanda et al. (2021) confirmed the effectiveness of audiovisual media in improving dribbling learning outcomes at the high school level.

Table 6.
Recapitulation of Completeness of Cycle II Learning

Cycle	Number of students Percentage	Category
Cycle II	28,80%	Completed
Cycle II	7,20%	Not Completed

Table 7 .
Recapitulation of Learning Completion Improvement Throughout the Cycle

Stage	Total Completed	Percentage	Completed Percentage	Not Completed
Pre Cycle	5	14%	30	86%
Cycle I	15	43%	20	57%
Cycle II	28	80%	7	30%

Discussion

This finding aligns with previous research by Pembayun and Rachman (2016:282), which demonstrated a significant effect of audiovisual media use on basketball dribbling learning outcomes, with a p-value less than alpha (0.000 < 0.05). Simbolon (2025) also reported that the application of audiovisual learning increased student completion from 13% in the initial study to 63% in Cycle I and 87% in Cycle II. Similarly, Arwanda et al. (2021) confirmed the effectiveness of audiovisual media in improving dribbling learning outcomes at the high school level.

The improvement from pre-cycle to Cycle I (14% to 43%) can be attributed to students' initial exposure to video demonstrations of correct technique, which provided a clearer visual reference than verbal instruction alone. Further improvement in Cycle II (43% to 80%) resulted from focused refinement of specific technical errors identified in

Cycle I, combined with collaborative group practice and the implementation of mini-games, which allowed students to apply dribbling skills in realistic game situations.

According to Kustiawan and Tuasikal (2024), audio-visual media has a positive effect on students' dribbling learning outcomes because it simultaneously stimulates the visual and auditory senses, strengthening the memory encoding of correct movement patterns. Saputro et al. (2024) further support this by showing that a direct instruction model combined with audio-visual media significantly improves basketball shooting results, indicating that the model can be widely applied across various basketball technical skills.

The remaining 20% of students who did not achieve the KKM in Cycle II may have benefited from additional individual instruction and more practice time. Factors such as physical fitness, previous basketball experience, and individual learning pace may have contributed to these students' persistent difficulties.

CONCLUSION

Based on the results of data analysis, research questions, and discussions, this study concluded that there was a significant increase in basketball dribbling skills through audio-visual media in Physical Education, Sports, and Health learning for Class X 5 IPS SMA Negeri 2 Martapura, Banjar Regency. The increase occurred gradually from the pre-cycle stage (14%), Cycle I (43%), to Cycle II (80%), using two cycles of classroom action research. This study recommends that physical education teachers utilize audio-visual media as an innovative learning strategy to increase students' motivation and mastery of skills, so that students remain active and diligent in following the teacher's directions, and that schools provide adequate facilities to support effective physical education learning.

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