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Implementation Of The Blocked Practice Method To Improve Basic Free Throw Shooting Techniques In Basketball Learning

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ABSTRACT

The increasing decline in students' physical activity due to technological developments and sedentary lifestyles has created challenges for Physical Education teachers in improving students' motor skills and sports participation. Basketball is one of the fundamental sports taught in junior high schools, and free-throw shooting is a basic technique that requires accuracy, coordination, concentration, and movement consistency. However, many students still experience difficulties in mastering this skill. Therefore, this study aimed to examine the effectiveness of the Blocked Practice method in improving the basic free-throw shooting skills of eighth-grade students at SMP Tunas Darma. This study employed a quantitative approach using a one-group pre-experimental pretest-posttest design. The entire population of 54 eighth-grade students was involved through a total sampling technique. Data were collected using a free-throw shooting observation rubric administered during the pretest, followed by 12 treatment sessions of blocked practice lasting 70 minutes each, and concluded with a posttest. Data analysis was conducted using IBM SPSS Statistics Version 23, including descriptive statistics, the Kolmogorov-Smirnov normality test, Levene's homogeneity test, and a paired-sample t-test. The results indicated that the data were normally distributed (pretest Sig. = 0.089; posttest Sig. = 0.183; $p > 0.05$) and homogeneous (Sig. = 0.996; $p > 0.05$). Students' mean score increased from 6.26 (SD = 2.094) in the pretest to 8.22 (SD = 2.151) in the posttest. The paired-sample t-test revealed a significant difference between pretest and posttest scores ($t = 4.805$; Sig. = 0.001 < 0.05), indicating that the Blocked Practice method significantly improved students' free-throw shooting skills. In conclusion, the Blocked Practice method is an effective instructional strategy for enhancing free-throw shooting performance by improving shooting accuracy, technical execution, and movement consistency. These findings suggest that Physical Education teachers should integrate structured blocked practice into basketball learning programs to optimize students' skill development.

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INTRODUCTION

The rapid development of digital technology has significantly transformed the lifestyle of adolescents worldwide, including in Indonesia. The widespread use of

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smartphones, tablets, online games, and social media platforms has contributed to a decline in physical activity participation among school-age children and adolescents (Subhan & Fithroni, 2022). Numerous studies have reported that excessive screen time is associated with sedentary behavior, reduced physical fitness, decreased motor competence, and lower engagement in sports activities (Guthold et al., 2020; Aubert et al., 2021). This phenomenon presents a major challenge for Physical Education, Sports, and Health (PJOK) programs, which are expected to foster students' physical fitness, motor development, social skills, and character formation in accordance with the mandate of Indonesian National Education Law No. 20 of 2003 and the Ministry of Youth and Sports' "Indonesia Bugar" initiative.

Within the PJOK curriculum, basketball is recognized as one of the most strategic sports because it integrates physical, cognitive, emotional, and social dimensions simultaneously (Clemente et al., 2022). Basketball learning encourages students to develop coordination, agility, decision-making skills, teamwork, and self-confidence through various technical and tactical activities (Conte et al., 2020). Among the fundamental basketball skills, shooting represents the primary determinant of scoring success and game performance (Arias-Estero et al., 2019). Specifically, free-throw shooting is a crucial skill because it provides uncontested scoring opportunities and often determines the outcome of close matches (Okazaki et al., 2021).

However, preliminary observations conducted at Tunas Darma Junior High School in August 2024 revealed that approximately 70% of Grade VIII students experienced difficulties performing free-throw shooting accurately and correctly. Similar concerns were reported by extracurricular basketball coaches, who observed that many students demonstrated improper shooting mechanics, inconsistent body alignment, and poor ball trajectory control. These deficiencies negatively affect learning outcomes, reduce students' confidence during practical assessments, and limit their competitive performance in inter-school tournaments. Therefore, identifying an effective instructional approach to improve free-throw shooting proficiency becomes an important educational priority.

From the perspective of motor learning, the acquisition of complex sports skills requires structured and systematic practice that enables learners to establish stable movement patterns and minimize technical errors during the early stages of learning (Magill & Anderson, 2022). Consequently, selecting an appropriate practice method is essential to optimize skill acquisition and facilitate long-term performance improvement.

Motor learning theory emphasizes that practice organization significantly influences skill acquisition and retention (Schmidt et al., 2019). Among various instructional approaches, the blocked practice method has been widely recognized as an effective strategy during the cognitive stage of motor learning. Blocked practice involves repeatedly performing a single skill before moving on to another task, allowing learners to focus attention on movement execution and error correction (Lee & Simon, 2020).

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Several empirical studies have demonstrated the effectiveness of blocked practice in enhancing sports performance. Sapta et al. (2021) reported significant improvements in badminton service accuracy following a structured blocked practice intervention. Similar findings were observed in volleyball learning, where repetitive practice improved long-service accuracy and consistency among novice athletes (Prasetyo et al., 2022). Research in soccer has also indicated that blocked practice contributes positively to the development of passing and shooting techniques during early learning phases (Ford et al., 2021).

The effectiveness of blocked practice can be explained through information-processing theory, which suggests that repetitive execution strengthens neural pathways associated with movement control and motor memory formation (Wulf & Lewthwaite, 2016). Through continuous repetition, learners receive immediate feedback, allowing them to refine biomechanical efficiency and improve movement consistency (Hadlow et al., 2018). In basketball contexts, repetitive shooting practice has been shown to improve coordination between the lower and upper extremities, optimize release mechanics, and increase shooting accuracy (Miller & Bartlett, 2019).

Recent studies further indicate that novice learners benefit more from blocked practice than random practice because they require stable movement patterns before being exposed to more variable learning conditions (Brady, 2018; Kantak & Winstein, 2019). This evidence supports the application of blocked practice in school-based physical education settings, particularly among junior high school students who are still developing fundamental motor competencies. Furthermore, the implementation of structured training protocols aligned with curriculum objectives has been associated with improved student engagement, learning motivation, and physical literacy development (Whitehead, 2021). Therefore, integrating evidence-based practice methods into PJOK instruction may contribute to achieving broader educational goals, including the development of healthy, active, and character-oriented students.

Despite substantial evidence supporting the effectiveness of blocked practice across various sports disciplines, several research gaps remain evident. First, most previous studies have focused on competitive athletes, sports clubs, or senior high school populations (Ford et al., 2021; Prasetyo et al., 2022). Research examining the effectiveness of blocked practice among junior high school students within formal PJOK learning environments remains limited. Second, existing studies generally emphasize performance outcomes based solely on successful or unsuccessful shooting attempts. Few investigations have incorporated multidimensional assessments that evaluate technical quality, including preparation stance, movement execution, and follow-through mechanics (Okazaki et al., 2021). As a result, current literature provides limited understanding of how blocked practice influences overall movement proficiency. Third, there is a lack of standardized training protocols specifically designed for basketball free-throw shooting in school contexts. Previous interventions often vary considerably in duration, repetition volume, and progression structure, making it difficult for teachers to replicate successful programs (Magill & Anderson, 2022). Fourth, empirical evidence

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connecting micro-level instructional interventions with national physical activity initiatives such as the "Indonesia Bugar" movement remains scarce. Consequently, the practical contribution of structured skill-based training toward broader educational and public health objectives has not been adequately documented. Finally, within the context of the Merdeka Curriculum, limited research has investigated how evidence-based motor learning approaches can support competency-based learning outcomes in basketball education. This gap highlights the need for studies that align pedagogical innovation with current educational reforms in Indonesia.

Based on the aforementioned problems and research gaps, this study aims to analyze the effectiveness of the blocked practice method in improving free-throw shooting skills among Grade VIII students at Tunas Darma Junior High School through a one-group pretest-posttest design. This study offers several important novelties. First, it investigates blocked practice implementation within the context of the Merdeka Curriculum at the junior high school level, an area that remains underexplored in existing literature. Second, the study develops a systematic eight-session training protocol consisting of progressive repetitions ranging from 80 to 240 repetitions per session, providing a replicable framework for PJOK teachers. Third, a three-dimensional observation rubric is employed to evaluate not only shooting outcomes but also technical quality, including preparation, execution, and follow-through phases. Fourth, the study explicitly links school-based basketball instruction with the national "Indonesia Bugar" movement, demonstrating how targeted pedagogical interventions contribute to broader physical activity promotion efforts. Finally, the research generates evidence-based recommendations for PJOK teachers by providing practical guidelines regarding session planning, accuracy targets, and formative evaluation procedures that can be adopted in various educational settings.

In conclusion, this study is expected to contribute theoretically to motor learning literature and practically to the improvement of basketball instruction quality in Indonesian schools. By examining the effectiveness of blocked practice within a structured educational framework, the research seeks to provide empirical evidence supporting the development of students' motor competence, physical fitness, self-confidence, and lifelong engagement in physical activity.

METHODS

This study employed a quantitative approach grounded in the positivist paradigm, which emphasizes objective measurement and hypothesis testing to determine causal relationships between variables (Creswell & Creswell, 2018). Quantitative research is widely used in sports education studies because it enables researchers to evaluate the effectiveness of instructional interventions through empirical data and statistical analysis (Thomas et al., 2022). The research utilized a pre-experimental one-group pretest–posttest design, a design frequently applied in physical education and motor learning studies to investigate changes in performance following a specific treatment

(Fraenkel et al., 2019). Through this design, students completed a pre-test, received a structured intervention, and subsequently participated in a post-test, allowing the observed improvements to be attributed to the treatment provided.

The study was conducted at SMP Tunas Darma, Karawang, Indonesia, from January to April 2025. The population consisted of all Grade VIII students enrolled in two classes, totaling 54 participants. Because the population was relatively small and homogeneous in terms of age, educational background, and learning experiences, total sampling was employed, enabling all students to participate in the research (Etikan & Bala, 2017). The independent variable was the blocked practice method, a motor learning strategy characterized by repetitive execution of a single skill before transitioning to another task (Magill & Anderson, 2022). This method has been shown to facilitate movement pattern stabilization and improve skill acquisition during the cognitive stage of learning (Lee & Simon, 2020). The dependent variable was students' basic free-throw shooting skill, measured through shooting accuracy and technical execution quality.

The primary research instrument was a free-throw shooting observation rubric consisting of three dimensions: initial stance, execution phase, and final follow-through position. Each dimension was assessed using a four-point rating scale, yielding a maximum score of 12 points per trial. Content validity was evaluated by three Physical Education experts and produced a Content Validity Index (CVI) of 0.88, indicating high validity (Polit & Beck, 2021). Reliability testing conducted on 25 students generated a Cronbach's alpha coefficient of 0.82, demonstrating satisfactory internal consistency (Taber, 2018). Prior to data collection, ethical approval and school authorization were obtained, and assistant observers received training to ensure standardized assessment procedures. During the pre-test, students performed as many free throws as possible within one minute, and each attempt was evaluated using the observation rubric. The intervention consisted of 12 blocked-practice sessions conducted over six weeks, with two sessions per week. Each 70-minute session included a five-minute warm-up, sixty minutes of structured blocked practice, and a five-minute cool-down. Progressive increases in repetition volume and accuracy targets were implemented every three sessions, consistent with contemporary principles of motor learning and deliberate practice (Ericsson et al., 2018; Schmidt et al., 2019). Immediate corrective feedback was provided after each set, and students were required to achieve predetermined accuracy standards before progressing to subsequent practice stages.

Following the intervention, a post-test was administered using procedures identical to the pre-test. To minimize assessment bias, different evaluators conducted the post-test. All performances were documented using observation sheets and video recordings. Inter-rater reliability analysis yielded a coefficient of 0.87, indicating excellent agreement among observers (Koo & Li, 2016). Data analysis was performed using SPSS version 23. Descriptive statistics, including mean, standard deviation, minimum values, and maximum values, were first calculated. Assumption testing consisted of the Kolmogorov–Smirnov normality test and Levene's homogeneity test at a significance level of 0.05 (Field, 2018). The research hypothesis was tested using a two-

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tailed paired-sample t-test ($\alpha = 0.05$) to determine significant differences between pre-test and post-test scores. Furthermore, Cohen's d effect size was calculated to determine the magnitude of the intervention effect, with values of 0.20, 0.50, and 0.80 interpreted as small, medium, and large effects, respectively (Cohen, 2013).

RESULTS AND DISCUSSION

Result

Descriptive Statistics of Free-Throw Shooting Skills

The descriptive statistical analysis was conducted to provide an overview of students' free-throw shooting performance before and after the implementation of the Blocked Practice method. The results are presented in Table 1.

Table 1.
Descriptive Statistics of Free-Throw Shooting Skills (n = 54)

Variable	Pretest	Posttest
Mean	6.26	8.22
Standard Deviation	2.094	2.151
Variance	4.384	4.629
Minimum	3	4
Maximum	10	12

Table 1 shows a substantial increase in students' free-throw shooting performance following the implementation of the Blocked Practice method. The mean score increased from 6.26 in the pretest to 8.22 in the posttest, indicating an improvement of 1.96 points. The minimum score also increased from 3 to 4, while the maximum score improved from 10 to 12. These findings suggest that the intervention positively influenced students' mastery of basic free-throw shooting techniques. Although the standard deviation and variance slightly increased in the posttest, this indicates a broader distribution of scores and varying levels of improvement among participants.

Pretest Performance Distribution

To obtain a clearer description of students' initial abilities, the pretest scores were categorized into four performance levels.

Table 2.
Frequency Distribution of Pretest Scores

Score Interval	Frequency	Percentage
9–10	9	16.67%
7–8	16	29.63%
5–6	16	29.63%
3–4	13	24.07%
Total	**54**	**100%**

The pretest results revealed that most students were classified within the moderate performance categories. Approximately 40.7% of students were categorized as Good, while 40.8% were classified as Fairly Good. Only 5.6% reached the Very Good category, whereas 13% remained in the Less Good category. These findings indicate that the majority of students had not yet mastered the proper free-throw shooting technique before receiving the treatment.

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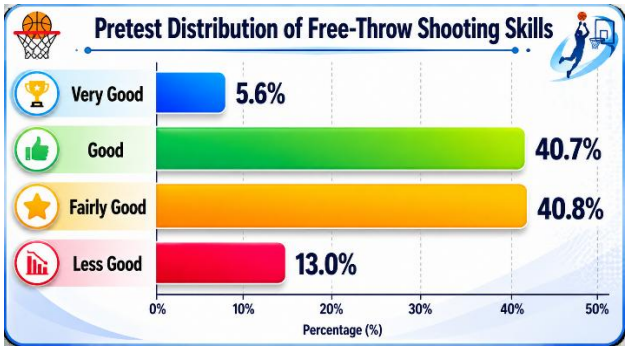

Figure 1.
Pretest Distribution of Free-Throw Shooting Skills

Posttest Performance Distribution

Following six weeks of blocked practice training, students demonstrated notable improvements in free-throw shooting performance.

Table 3.
Frequency Distribution of Posttest Scores

Score Interval	Frequency	Percentage
10–12	16	29.63%
8–9	19	35.19%
6–7	13	24.07%
4–5	6	11.11%
Total	**54**	**100%**

The posttest results indicate a clear shift toward higher performance categories. The Very Good category increased substantially to 29.7%, while the Good category became the dominant group with 46.3% of students. Furthermore, no students remained in the Less Good category. This distribution demonstrates that the Blocked Practice method effectively improved both shooting accuracy and technical execution.

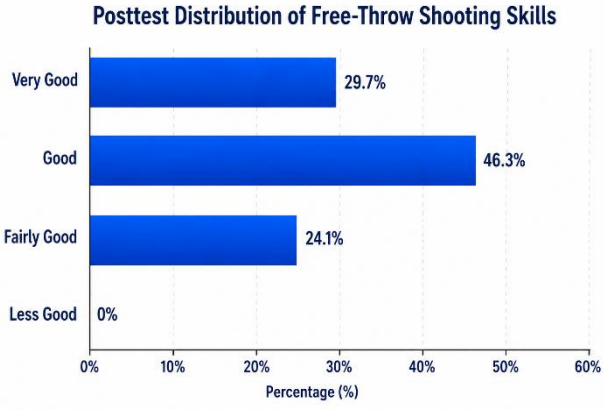

Figure 2.
Posttest Distribution of Free-Throw Shooting Skills

Normality Test

Before conducting hypothesis testing, the assumption of normality was examined using the Kolmogorov–Smirnov test.

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Table 4.
Normality Test Results

Variable	K-S Statistic	Sig.
Pretest	0.112	0.089
Posttest	0.107	0.183

The significance values for both the pretest (0.089) and posttest (0.183) exceeded the criterion value of 0.05. Therefore, the data were normally distributed and met the assumptions required for parametric statistical testing.

Homogeneity Test

The homogeneity of variance was examined using Levene's Test.

Table 5.
Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
0.000	1	106	0.996

The significance value obtained was 0.996 (> 0.05), indicating that the variance of the pretest and posttest data was homogeneous.

Hypothesis Testing

The effectiveness of the Blocked Practice method was analyzed using a paired-sample t-test.

Table 6.
Paired-Sample t-Test Results

Variable	t-value	Sig. (2-tailed)	α
Pretest – Posttest	4.805	0.001	0.05

The paired-sample t-test revealed a significance value of 0.001, which is lower than the established alpha level of 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. These findings indicate a statistically significant difference between students' free-throw shooting performance before and after the implementation of the Blocked Practice method. The positive increase in the mean score from 6.26 to 8.22, combined with the significant t-value (t = 4.805, p = 0.001), confirms that the Blocked Practice method effectively enhanced students' basic free-throw shooting skills. The intervention enabled students to repeatedly practice the same motor pattern, thereby improving movement consistency, shooting mechanics, and overall performance in basketball learning activities.

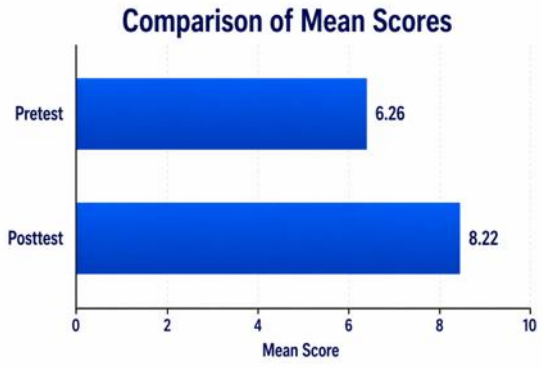

Figure 3.
Comparison of Mean Scores

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Overall, the findings demonstrate that the implementation of the Blocked Practice method significantly improved the free-throw shooting skills of Grade VIII students at SMP Tunas Darma. The observed improvements were evident not only in average performance scores but also in the distribution of achievement categories, where a larger proportion of students reached Good and Very Good performance levels after the intervention.

Discussion

The findings of this study demonstrate that the implementation of the Blocked Practice method produced a meaningful improvement in students' basic free-throw shooting techniques in basketball learning. The descriptive results showed that the mean pretest score was 6.26, while the mean posttest score increased to 8.22. This improvement of 1.96 points indicates that repeated, structured, and focused free-throw practice contributed positively to students' technical mastery. In the context of physical education, this result is important because free-throw shooting is not only a scoring skill in basketball but also a complex motor task that requires body alignment, hand-eye coordination, balance, concentration, release control, and consistent follow-through (Okazaki et al., 2021; Arias-Estero et al., 2019; Conte et al., 2020).

The increase in students' posttest performance supports motor learning theory, which explains that early-stage learners require stable, repetitive, and highly structured practice to build correct movement patterns (Magill & Anderson, 2022; Schmidt et al., 2019). Blocked Practice provides learners with repeated exposure to the same skill under relatively constant conditions, allowing students to focus on correcting errors and improving movement consistency (Lee & Simon, 2020; Mehta et al., 2025). This is highly relevant to Grade VIII students at SMP Tunas Darma, whose initial free-throw shooting ability was still limited, as shown by the pretest distribution where many students were in the Fairly Good and Less Good categories.

The improvement from pretest to posttest also reflects the pedagogical value of repetition in physical education. Through repeated shooting attempts, students had more opportunities to internalize the correct sequence of free-throw mechanics, including initial stance, ball positioning, knee flexion, arm extension, wrist snap, and follow-through. Previous studies have emphasized that repeated practice helps learners strengthen motor memory and improve movement automaticity, especially when the skill being learned has a relatively closed and predictable structure, such as free-throw shooting (Wulf & Lewthwaite, 2016; Hadlow et al., 2018; Kantak & Winstein, 2019). Therefore, the present findings confirm that Blocked Practice is suitable for teaching technical skills that require consistency and accuracy.

The frequency distribution further strengthens this interpretation. In the pretest, only a small proportion of students reached the Very Good category, while a considerable number remained in the lower performance categories. After the intervention, the Very Good category increased to 29.63%, and the Good category reached 35.19% based on interval distribution. More importantly, the number of students in the lowest category decreased

substantially. This shift indicates that Blocked Practice did not merely improve the average score but also moved many students toward higher achievement levels. Similar findings have been reported in studies on basketball shooting learning, where structured instructional models and repeated technical practice improved students' shooting accuracy and skill execution (Alfianto, 2024; Agastya, 2025; Yuwandh et al., 2026).

The statistical analysis confirms that the observed improvement was not accidental. The normality test showed significance values above 0.05 for both pretest and posttest, indicating normally distributed data. The homogeneity test also produced a significance value of 0.996, showing that the variance of the data was homogeneous. These prerequisite results justified the use of the paired-sample t-test. The hypothesis test produced a significance value of 0.001, which is lower than 0.05. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. This means that there was a significant difference between students' free-throw shooting scores before and after receiving the Blocked Practice intervention.

From a practical perspective, this significant result indicates that Blocked Practice can be used as an evidence-based teaching strategy in basketball learning. Physical education teachers often face limited instructional time, large class sizes, and varied student abilities. In such conditions, Blocked Practice offers a clear instructional structure because students repeatedly practice one movement pattern until they reach an acceptable level of mastery (Ford et al., 2021; Prasetyo et al., 2022; Sapta et al., 2021). For novice learners, this method reduces cognitive load because students do not need to switch rapidly between different skills. Instead, they can concentrate on one technical task and receive immediate corrective feedback.

The role of feedback during Blocked Practice is also essential. In this study, students received corrections after each set, which likely helped them identify and correct technical errors. Feedback is a key factor in motor learning because it guides learners to compare their actual performance with the expected movement standard (Ericsson et al., 2018; Hodges & Williams, 2020). In free-throw shooting, even small technical errors such as poor foot placement, unstable balance, or inconsistent wrist release can affect ball trajectory and accuracy (Miller & Bartlett, 2019; Kartiko et al., 2019). Thus, repeated practice combined with feedback may explain why students showed better posttest performance. The results are also consistent with the concept of contextual interference. Although random practice is often considered beneficial for long-term retention and transfer, recent studies show that Blocked Practice remains highly effective during the acquisition phase, especially for beginners and school-level learners (Ammar et al., 2023; Czyż et al., 2024; Cretton et al., 2025). Since the participants in this study were junior high school students who had not fully mastered free-throw shooting, the use of Blocked Practice was pedagogically appropriate. At this stage, students need movement stability before being exposed to more complex, variable, or game-like practice situations.

In addition, the findings have implications for the Merdeka Curriculum and the broader development of physical literacy. Basketball learning should not only emphasize game participation but also ensure that students master basic movement skills

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progressively. Structured practice such as Blocked Practice supports competency-based learning because it provides measurable targets, observable indicators, and formative evaluation opportunities (Whitehead, 2021; Dudley et al., 2017; Bailey et al., 2021). In this study, the use of a rubric covering initial stance, execution, and final stance allowed the assessment to capture both accuracy and movement quality. This is stronger than merely counting successful shots because it provides a more comprehensive picture of students' technical development.

The findings also support the relevance of physical education in responding to students' declining physical activity due to digital lifestyle patterns. When students experience success in learning sport skills, they are more likely to build self-confidence, motivation, and willingness to participate in physical activity (Guthold et al., 2020; Aubert et al., 2021; Subhan & Fithroni, 2022). Therefore, improving free-throw shooting through Blocked Practice is not only a technical achievement but also a contribution to increasing students' engagement in school sports. This aligns with the "Indonesia Bugar" movement, which encourages schools to promote active, healthy, and character-building physical education. However, the findings should be interpreted with several limitations. First, this study used a one-group pretest-posttest design without a control group. Therefore, although the improvement was statistically significant, future research should compare Blocked Practice with Random Practice, Variable Practice, or game-based learning models. Second, this study focused on short-term improvement; therefore, retention tests are needed to determine whether students can maintain their free-throw shooting skills after several weeks. Third, the study was conducted in one school, so broader studies involving different schools, grade levels, and gender groups are recommended.

Overall, the results indicate that Blocked Practice is an effective method for improving basic free-throw shooting techniques in basketball learning. The increase in mean score, the positive shift in performance categories, and the significant paired-sample t-test result confirm that structured repetition, technical feedback, and progressive practice targets can strengthen students' shooting accuracy and movement quality. Therefore, Blocked Practice can be recommended as a practical and evidence-based instructional strategy for Physical Education teachers, especially when teaching closed motor skills that require precision, consistency, and technical control.

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the Blocked Practice method has a significant positive effect on improving students' basic free-throw shooting techniques in basketball learning at SMP Tunas Darma. The findings indicate that structured and repetitive practice focused on a single skill enables students to develop greater technical consistency, movement control, and shooting accuracy. This supports the principles of motor learning theory, which emphasize that repeated practice during the early stages of skill acquisition helps learners establish stable movement patterns before progressing to more complex tasks.

The intervention was conducted over 14 meetings, consisting of one pretest session, twelve treatment sessions using the Blocked Practice method, and one posttest session. During the treatment phase, students repeatedly practiced free-throw shooting, allowing them to focus on mastering the technique through continuous correction and reinforcement. This learning approach proved effective because students were given sufficient opportunities to refine their movement execution, evaluate their performance, and gradually improve their shooting proficiency according to their individual ability levels.

Empirically, the effectiveness of the Blocked Practice method was demonstrated by the increase in students' average scores from 6.26 in the pretest to 8.22 in the posttest. Furthermore, the paired-sample t-test revealed a significance value of 0.001, which was lower than the established significance level ($\alpha = 0.05$). These results confirm that the observed improvement was statistically significant and that the Blocked Practice method contributed directly to the enhancement of students' free-throw shooting skills. In addition, the posttest score distribution showed a greater proportion of students achieving Good and Very Good performance categories, indicating overall improvement in both shooting accuracy and technical execution.

In conclusion, the Blocked Practice method can be recommended as an effective instructional strategy for basketball learning in junior high schools. By providing systematic, repetitive, and skill-focused practice opportunities, this method not only improves students' free-throw shooting abilities but also increases learning motivation, engagement, and confidence. Therefore, Physical Education teachers are encouraged to integrate Blocked Practice into basketball instruction as an evidence-based approach to enhance students' technical competence and overall learning outcomes.

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Finally, the authors hope that the results of this study will provide meaningful contributions to the development of evidence-based Physical Education practices, particularly in basketball learning. It is expected that the findings will serve as a practical reference for teachers, coaches, and educational stakeholders in designing more effective and engaging instructional strategies to improve students' motor skills, learning motivation, and overall sports participation.

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