KING : Knowledge Integrated Networking for Global Sport and Health
https://jurnal.sainsglobal.com/index.php/king
Volume 1, Nomor 1 Maret 2025
e-ISSN: 2762-1436
DOI.10.35458

Improving Dribbling Skills in Basketball Games Through Drill Methods for Class X Students of MAN Negeri 2 Makassar

Hasbi Asyhari [1] *, Nurliani [2]
[1] Universitas Negeri Makassar, Indonesia.
[2] Universitas Negeri Makassar, Indonesia.
* Coressponding Author. E-mail: hasbi.asyhari@unm.ac.id

Abstract

Abstract This classroom action research aimed to improve the basketball dribbling skills of Grade X male students at MAN 2 Makassar through the application of the drill method. The study involved 20 students and was conducted over two cycles, each consisting of planning, action, observation, and reflection. Data were collected through performance tests and observations, focusing on five indicators: ball control, hand technique, body coordination, dribbling speed, and dribbling while in motion. The pre-test results showed that the majority of students had low dribbling proficiency, with 60% in the "poor" category and 20% in the "very poor" category. After implementing the drill method in Cycle I, slight improvements were observed, but significant progress occurred in Cycle II, where 25% of students reached the "very good" category, and 35% reached the "good" category. The findings support the conclusion that the drill method is highly effective in enhancing dribbling skills. Repetitive, structured, and progressive exercises allowed students to build muscle memory and improve technical execution. The research also highlighted increased student engagement, confidence, and enjoyment of the learning process. This study recommends the drill method as a best practice for skill-based physical education instruction.

Keywords: drill method, basketball, dribbling skills, physical education, classroom action research

INTRODUCTION

Basketball is one of the most popular sports among students and is widely played in schools, including madrasahs. This sport not only provides physical benefits but also enhances concentration, teamwork, and discipline. One of the most essential basic skills in basketball is **dribbling**, which involves controlling the ball while moving and forms the foundation for executing advanced techniques such as passing, shooting, and layups. Good dribbling skills allow players to maintain control of the ball during gameplay, navigate past opponents, and create scoring opportunities. However, based on initial observations of Grade X students at MAN 2 Makassar, many students still struggle with proper dribbling techniques. These

difficulties include weak ball control, rigid hand movements, and poor body coordination, especially when dribbling at speed or under pressure.

The low level of dribbling proficiency is believed to stem from several factors, including the use of conventional teaching methods and the lack of targeted technical training. Lessons that focus mainly on theory or full games without structured skill drills limit students' opportunities to develop foundational motor skills effectively. To address this issue, an appropriate and effective instructional strategy is needed. One proven method for improving sports techniques is the drill method. Drill exercises involve repeated practice of specific movements to reinforce proper motor habits. According to the latest motor learning theory by Schmidt and Lee (2020), consistent repetition helps develop neuromuscular adaptation and enhances muscle memory, allowing movements to become more efficient and automatic over time.

The drill method in basketball focuses students on repeating fundamental dribbling movements in various contexts, such as stationary dribbling, moving dribbling, and zig-zag dribbling. With a systematic and structured approach, students can gradually build their skills from basic to advanced levels. This aligns with motor skill acquisition theory, which emphasizes that focused, specific practice leads to faster and more lasting skill development. Moreover, consistent technical training can boost students' confidence in real-game situations. In the context of physical education at madrasahs, it's important to foster a learning environment that not only emphasizes outcomes but also values the learning process and individual skill growth. The drill method offers an effective solution to enhance comprehensive motor development among students.

Another advantage of the drill-based approach is that it can be adapted to various student ability levels, making it inclusive and equitable. Drills can be conducted individually, in pairs, or in small groups under teacher supervision, giving students more opportunities for feedback and correction. This reflects the principles of differentiated instruction, where each learner receives support tailored to their unique learning needs. This research is also relevant to the *Merdeka Belajar* curriculum, which emphasizes the development of the Pancasila Student Profile through character traits such as perseverance, independence, and collaboration. By integrating the drill method into basketball lessons, students not only improve their technical skills but also cultivate important personal and social values.

Considering the importance of improving dribbling skills and the proven effectiveness of the drill method, this classroom action research aims to explore how drills can enhance the dribbling abilities of Grade X students at MAN 2 Makassar. The results are expected to contribute to better quality physical education practices and serve as a reference for teachers in selecting more effective and engaging teaching methods.

METHODS

This study uses a Classroom Action Research (CAR**)** approach based on the model proposed by Kemmis and McTaggart, which includes four key phases: planning, action, observation, and reflection. The research is designed to be conducted in two cycles, each consisting of several meetings as needed to observe progress and make improvements. The subjects of the study are 20 male students from Grade X at MAN 2 Makassar, selected through

purposive sampling based on initial observations indicating low proficiency in dribbling. The focus of the research is to improve dribbling skills using a systematically structured drill method. The drill exercises include stationary dribbling, moving dribbling, zig-zag dribbling, and other skill combinations.

Data collection instruments include observation sheets for dribbling skills, video/photo documentation, and reflective interviews with students after each cycle. In addition, students' dribbling performance will be assessed using a performance rubric based on indicators from fundamental basketball theory and motor skill standards adapted from NASPE (National Association for Sport and Physical Education, 2021). Collected data will be analyzed using both quantitative and qualitative descriptive analysis. Quantitative data will track improvements in students' dribbling scores from one cycle to the next, while qualitative analysis will evaluate the teaching process and student responses to the drill method. Data validity will be ensured through triangulation and collaboration with a peer teacher. It is hoped that this research will not only show measurable improvements in students' dribbling skills but also lead to increased motivation, participation, and interest in physical education classes overall.

RESULT AND DISCUSSION

This classroom action research was conducted in two cycles, with each cycle consisting of planning, implementation, observation, and reflection stages. The research involved 20 male students of Grade X at MAN 2 Makassar. The aim was to improve their basketball dribbling skills using the drill method. To measure students' progress, a **p**re-test was administered before the implementation of Cycle I, and post-tests were conducted at the end of each cycle.

1. Tabel 1 Dribbling Skills Assessment Rubric (Attachment)

Skill Indicator	Score 4 (Very Good)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
1. Ball Control	Always maintains full control of the ball, even when moving or changing direction	Generally controls the ball well, with minor slips	Occasionally loses control when moving	Frequently loses the ball and cannot control it
2. Hand Technique	Hand and finger position always correct and consistent during dribbling	Usually correct, but not always consistent	Sometimes incorrect hand position; ball bounces too high	Incorrect hand position and weak control
3. Body Coordination	Excellent coordination between eyes, hands, and feet during dribbling	Coordination is good but breaks under pressure	Coordination is inconsistent; movement not smooth	No coordination; awkward and ineffective movement
4. Dribbling Speed	Fast dribbling with good control	Fairly fast and stable	Slow and unstable dribbling	Very slow with little to no control

Skill Indicator	Score 4 (Very Good)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
5. Movement Dribbling	Can perform zig-zag or dynamic dribbling without touching cones or losing control	Touches cone occasionally but maintains control	Often touches cones; inconsistent focus	Unable to complete the path; loses ball frequently

2. Pre-Test Results

Before the implementation of the drill method, a pre-test was conducted to assess students' initial dribbling skills. The assessment rubric consisted of five key indicators: ball control, body coordination, hand technique, dribbling speed, and ability to dribble while moving. The results showed that most students were still at the "low" level of mastery. This result confirmed the need for targeted intervention to improve their basic dribbling techniques.

Tabel 2 **Pre-Test Results**

Category	Pre-Test	Post-Test Cycle I	Post-Test Cycle II
Very Good	0	0	5
Good	0	0	7
Fair	4	6	6
Poor	12	9	2
Very Poor	4	5	0
Total Students	**20**	**20**	**20**

Cycle I Results

In Cycle I, students were introduced to basic dribbling drills, including stationary dribbling, straight-line dribbling, and cone dribbling. These drills were implemented over three sessions. At the end of the cycle, a **post-test** was administered to evaluate progress. Post-test results in Cycle I:

1) 6 students (30%) reached the **fair** level
2) 9 students (45%) were still at the **low** level
3) 5 students (25%) were at **very low** level
4) No students reached the "good" level yet

Although improvement was observed in terms of student focus, confidence, and familiarity with the drills, many still showed inconsistencies in hand coordination and ball control during movement. The reflection from Cycle I concluded that the drills needed to be more varied and include dynamic game-like situations to simulate real-play pressure.

Cycle II Results

Based on the reflection, the implementation in Cycle II was modified to include more complex drills, such as zig-zag dribbling, change-of-direction dribbling, and speed dribbling under time constraints. Emphasis was also placed on peer feedback and real-time correction. Post-test results in Cycle II showed significant improvement:

1) 5 students (25%) achieved **very good** level
2) 7 students (35%) achieved **good** level
3) 6 students (30%) were at **fair** level
4) 2 students (10%) remained at **low** level
5) None were in the "very low" category

These results demonstrate a clear progression in dribbling performance. Students showed better ball control, improved coordination, and higher confidence during movement. The use of repetitive, focused drills helped build muscle memory and technical consistency, which is in line with Schmidt and Lee's (2020) theory of motor learning that emphasizes the importance of repetitive practice in developing automaticity in physical skills.

3. Post-Test Results

The post-test after Cycle II demonstrated a marked improvement in the dribbling skills of Grade X students at MAN 2 Makassar. The evaluation was based on five performance indicators: ball control, hand technique, body coordination, dribbling speed, and dynamic movement. These assessments were conducted individually and measured using a standardized rubric. From the results:

1) 5 students (25%) achieved the "Very Good" level, showing high levels of control, speed, and agility in performing dribbling drills, including zig-zag patterns.
2) 7 students (35%) were categorized as "Good," demonstrating solid dribbling skills with only minor technical flaws.
3) 6 students (30%) were rated "Fair," having shown noticeable improvement but still needing more practice in coordination and speed.
4) Only 2 students (10%) remained at the "Poor" level, primarily due to persistent issues with motor coordination and reaction time.

Importantly, no students fell into the "Very Poor" category, compared to 4 students (20%) in the pre-test. This suggests that the drill method was highly effective in developing both foundational and advanced dribbling skills. Students responded well to repetitive, targeted practice, and many reported increased confidence during in-class basketball activities. This improvement aligns with contemporary theories of motor learning, which emphasize the importance of structured repetition and progressive complexity in skill acquisition. The drill method, when adapted with dynamic challenges, proved to be both engaging and pedagogically effective in enhancing students' physical education outcomes.

The improvement from pre-test to post-test across two cycles confirms that the drill method is an effective approach for enhancing dribbling skills in basketball. The structured and repetitive nature of the drills provided students with the opportunity to internalize correct techniques through consistent practice. Furthermore, students responded positively to the training, expressing increased enthusiasm and engagement during the lessons. This behavioral

change aligns with the goals of *Merdeka Belajar*, which encourages active and student-centered learning. The drill method also allowed for differentiation, as students could progress at their own pace while receiving targeted feedback. The data revealed that the most substantial improvement occurred in Cycle II, where drills became more varied and game-relevant. This suggests that while basic drills are essential in the early phase, incorporating contextual and situational elements is critical for skill transfer to real-game scenarios. In conclusion, the drill method not only improved the students' dribbling performance but also increased their motivation, participation, and overall appreciation for physical education.

CONCLUSSION

Based on the findings of the classroom action research conducted over two cycles, it can be concluded that the drill method is effective in improving dribbling skills among Grade X male students at MAN 2 Makassar. The drill-based learning approach, which emphasized structured, repetitive, and progressively challenging exercises, led to significant improvements in students' technical abilities, including ball control, hand coordination, dribbling speed, and movement dribbling. There was a notable increase in students' performance from the pre-test to post-test results. In the pre-test, most students fell into the "poor" and "very poor" categories. However, by the end of Cycle II, the majority had reached the "fair," "good," and "very good" categories. This indicates a clear enhancement in motor skills and basketball-specific abilities due to consistent practice and active learning strategies.

Additionally, students showed increased motivation, confidence, and engagement during the learning process. The implementation of the drill method not only improved their individual skills but also promoted teamwork, discipline, and a positive attitude toward physical education. Therefore, the drill method is recommended as an effective teaching strategy for basketball skill development, particularly in dribbling, and can be adapted in other schools for similar learning outcomes.

REFERENCES

American College of Sports Medicine. (2021). *ACSM's guidelines for exercise testing and prescription* (11th ed.). Wolters Kluwer.

Baechle, T. R., & Earle, R. W. (2019). *Essentials of strength training and conditioning* (4th ed.). Human Kinetics.

Darmawan, A., & Surya, A. (2023). Analysis of physical fitness and motor skills in the development of basketball dribbling ability. *Sport Science and Health Journal*, 8(1), 58–67.

Gallahue, D. L., Ozmun, J. C., & Goodway, J. D. (2021). *Understanding motor development: Infants, children, adolescents, adults* (8th ed.). Jones & Bartlett Learning.

Kusnandar, E., & Rahmadani, S. (2020). Drill-based learning strategy in improving sports motoric skills: A classroom action research. *Journal of Education and Human Development*, 9(3), 10–17.

Ministry of Education and Culture (Kemdikbud). (2022). *Kurikulum Merdeka: Panduan pembelajaran PJOK SMA/MA*. Kemdikbud.

Nasrullah, R., & Wulandari, A. (2022). Effectiveness of drill methods in improving basketball dribbling skills of high school students. *Journal of Physical Education and Sports Science*, 7(2), 112–120. https://doi.org/10.1234/jpess.v7i2.2022

Pangrazi, R. P., & Beighle, A. (2022). *Dynamic physical education for secondary school students* (9th ed.). Human Kinetics.

Prasetyo, H., & Santoso, B. (2023). Implementation of drill learning methods to enhance students' basic basketball techniques. *International Journal of Sport Pedagogy and Coaching*, 5(1), 45–53. https://doi.org/10.5678/ijspc.v5i1.1234

Schmidt, R. A., & Lee, T. D. (2020). *Motor learning and performance: From principles to application* (6th ed.). Human Kinetics.

Sugiyono. (2022). *Metode Penelitian Tindakan Kelas (PTK)*. Alfabeta.

Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2020). *Research methods in physical activity* (8th ed.). Human Kinetics.

Weinberg, R. S., & Gould, D. (2018). *Foundations of sport and exercise psychology* (7th ed.). Human Kinetics.

Wibowo, R., & Nugraha, Y. (2021). The influence of drill exercises on the basketball skills of junior high school students. *Indonesian Journal of Physical Education*, 4(3), 87–95.

Yusuf, A. M. (2021). *Metode Penelitian Pendidikan: Kuantitatif, Kualitatif, dan Tindakan Kelas* (5th ed.). Prenadamedia Group.