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The Effectiveness of the Drill Method in Improving Students' Bounce Pass Skill in Basketball: A Study of Eighth Grade Students at SMPN 22 Surabaya

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ABSTRACT

This research aims to measure how effective the drill method is in improving the learning outcomes of bounce pass skills in basketball for class VIII students at SMPN 22 Surabaya. The study employed a Classroom Action Research (CAR) design, spanning two cycles that each included phases of preparation, execution, monitoring, and evaluation. Participants consisted of 36 students from Class VIII. The data collection techniques include observation, skills tests, and documentation. The tools used are a bounce pass skills assessment rubric that evaluates aspects of technique, accuracy, and movement coordination. Data analysis is conducted quantitatively descriptively by comparing the pre-cycle results, Cycle I, and Cycle II.

The findings indicate a notable enhancement in students' academic performance. Mean scores rose from 65.3 during the initial pre-cycle phase to 74.8 in Cycle I, before climbing further to 83.6 by Cycle II. Likewise, the proportion of students meeting the learning mastery threshold grew from 40% pre-cycle to 68% in Cycle I, ultimately hitting 90% in Cycle II.

From these findings, it can be concluded that the drill method is proven effective for advancing the learning outcomes of bounce pass skills in basketball. Therefore, this method can be chosen as a teaching strategy option for physical education teachers to hone students' motor skills and learning engagement.

Keywords: Drill Method, Learning Outcomes, Bounce Pass, Basketball, Physical Education

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INTRODUCTION

Physical Education, Sports, and Health (PJOK) plays an important role in supporting students' holistic development, including cognitive, affective, and psychomotor aspects. Through PJOK learning, students are expected not only to improve physical fitness and motor skills, but also to develop discipline, cooperation, and sportsmanship values. Therefore, the selection of appropriate instructional methods becomes an essential factor in achieving optimal learning objectives (Mustafa & Dwiyogo, 2020).

One of the learning materials taught in junior high school PJOK is basketball, which requires students to master several fundamental techniques such as passing, dribbling, and shooting. Among these techniques, bounce pass is considered an essential passing skill because it enables players to distribute the ball effectively while minimizing the risk of interception by opponents (Wissel, 2015). However, many students still experience difficulties in performing bounce pass correctly, particularly in terms of movement coordination, passing accuracy, and body positioning during execution.

The low mastery of bounce pass skills is closely related to the learning process implemented in schools. PJOK instruction is often dominated by conventional approaches that provide limited opportunities for intensive practice and active student involvement. As a result, students do not receive sufficient motor experience to develop movement patterns effectively. Previous studies have shown that inappropriate teaching methods may contribute to low motor learning outcomes in PJOK (Pratama & Winarno, 2019).

One instructional approach that is considered suitable for improving motor skills is the drill method. The drill method emphasizes systematic and repetitive practice activities aimed at strengthening movement automation, coordination, and technical accuracy. Through repeated practice, students are given opportunities to continuously correct errors and refine movement execution, making the learning process more focused on skill mastery (Pane & Darwis Dasopang, 2017).

Several studies have demonstrated the effectiveness of the drill method in PJOK learning. Setiawan (2018) found that drill-based instruction significantly improved students' basic basketball skills, while Hidayat (2021) reported that repetitive practice enhanced students' motor coordination and movement precision. Nevertheless, most previous studies have generally focused on basketball skills as a whole and have not specifically examined the optimization of bounce pass learning outcomes among junior high school students. In addition, limited research has explored how structured drill activities can address students' specific difficulties in executing bounce pass techniques during PJOK lessons.

Based on these conditions, this study seeks to analyze the effectiveness of the drill method in improving bounce pass learning outcomes in basketball among eighth-grade students at SMPN 22 Surabaya. The novelty of this research lies in its specific focus on bounce pass skill mastery through structured drill-based learning in junior high school PJOK settings. This study is expected to contribute to the development of more effective PJOK instructional strategies, particularly in improving students' motor skill acquisition and active participation in basketball learning.

METHOD

Research Design

This study employed a Classroom Action Research (CAR) approach based on the model developed by Stephen Kemmis and Robin McTaggart. The research was conducted through a cyclical process consisting of two cycles, where each cycle involved four main stages: planning, action, observation, and reflection. The selection of this approach was based on its suitability for improving the quality of the teaching and learning process gradually through continuous evaluation and refinement in each cycle. Through this cyclical design, teachers were able to identify learning problems, implement corrective actions, observe students' responses, and reflect on the effectiveness of the implemented learning strategy before proceeding to the next cycle (Kemmis & McTaggart, 1988).

Research Subjects

The subjects of this study were 36 students of class VIII at SMPN 22 Surabaya who participated in Physical Education, Sports, and Health (PJOK) learning activities. The students were selected because they experienced difficulties in mastering the basic bounce pass technique in basketball learning. Therefore, the implementation of the drill method was expected to improve students' mastery of the skill as well as increase their participation during the learning process.

Data Collection Techniques

Data in this research were collected using several techniques to obtain comprehensive and accurate information regarding the implementation of the learning process and students' learning outcomes. Observation was conducted to examine students' activities, participation, and engagement during the learning process. Through observation, the researcher was able to identify students' responses to the drill method applied in basketball learning activities.

In addition, a skills performance test was used to measure students' ability in performing the bounce pass technique. The test focused on assessing students' mastery of basic movement skills, including movement execution, passing accuracy, and coordination while performing the technique. Supporting data were also obtained through documentation, such as photographs, field notes, and records of classroom activities, which were used to strengthen the research findings and provide evidence of the learning process implementation.

Research Instruments

The instrument used in this study was a bounce pass skill assessment rubric developed based on several assessment indicators. The indicators included the correctness of movement execution techniques, the level of passing accuracy, and students' movement coordination during the performance of the bounce pass technique. The rubric was designed to provide objective and systematic measurements of students' basketball skills performance. By using clear assessment criteria, the researcher was able to evaluate students' progress more accurately and consistently throughout the research cycles (Wissel, 2015).

Data Analysis Techniques

The data obtained in this study were analyzed using a descriptive quantitative approach. The analysis was conducted by comparing students' learning outcomes at the pre-cycle stage, Cycle I, and Cycle II to identify the gradual improvements achieved after the implementation of the drill method. The quantitative data were presented in the form of percentages and average scores to describe the development of students' learning outcomes systematically and clearly. This approach enabled the researcher to evaluate the effectiveness of the implemented learning method in improving students' bounce pass skills in basketball learning (Sugiyono, 2017).

RESULT AND DISCUSSION

Research Results

The research results show an increase in the learning outcomes of bounce pass skills for class VIII students at SMPN 22 Surabaya after the application of the drill method. That increase can be seen from the comparison of results in the pre-cycle stage, Cycle I, and Cycle II.

Table 1. Student Learning Outcomes Improvement

Stage	Average Score	Completeness (%)
Pre-cycle	65,3	40%
Cycle I	74,8	68%
Cycle II	83,6	90%

As shown in Table 1, the mean student scores rose from 65.3 during the pre-cycle to 74.8 in Cycle I, then advanced further to 83.6 in Cycle II. The rate of students achieving full

learning mastery also surged from 40% to 68%, eventually reaching 90% by Cycle II. These gains demonstrate that implementing the drill method positively influenced learning results. Through consistent, organized repetition, students progressively strengthened their skills (Magill & Anderson, 2017).

Discussion

The outcomes of this study indicate that the drill method effectively improves students' bounce pass skills in basketball. The gradual improvement across each cycle demonstrates that repetitive and structured practice plays an important role in strengthening students' motor skills development (Schmidt & Lee, 2019). In the context of junior high school (SMP) students, the drill method is considered suitable because students at this developmental stage tend to learn effectively through repetition and direct practice. Adolescents in SMP are still in the phase of developing basic coordination and motor control, therefore repeated exercises help students build movement consistency and automatisation of basic basketball techniques.

The drill method emphasizes continuous movement repetition, enabling students to identify and correct mistakes, improve coordination, and increase passing accuracy. This finding is consistent with motor learning theory which explains that consistent practice strengthens movement patterns and enhances skill performance (Magill & Anderson, 2017). In basketball learning, especially for basic techniques such as bounce pass, automatisation is essential so that students can perform movements more naturally, quickly, and accurately during game situations. Therefore, repetitive exercises become highly relevant in PJOK learning at the SMP level.

The improvement in learning outcomes was also influenced by increased student engagement during the learning process. Students became more active, focused, and disciplined when participating in structured drills. This active involvement contributes significantly to learning achievement because students gain direct experience in practicing the targeted skills (Siedentop et al., 2020; Ward et al., 2021). Furthermore, structured practice allows teachers to provide immediate feedback, enabling students to correct movement errors directly and improve performance progressively.

These findings are in line with previous studies showing the effectiveness of the drill method in sports learning. Setiawan (2018) stated that drill-based learning improves students' mastery of basic basketball skills, while Hidayat (2021) found that repetitive practice significantly enhances coordination and movement accuracy. In addition, the drill method helps teachers manage learning activities more systematically because skill development can be monitored gradually according to students' individual progress.

However, despite its effectiveness, the drill method also has several limitations. If implemented continuously without variation, drill activities may create a monotonous learning atmosphere that can reduce students' motivation and interest in learning. SMP students generally prefer dynamic and enjoyable learning activities; therefore, excessive repetition may lead to boredom and decreased participation. In addition, the drill method tends to focus more on technical mastery and may provide fewer opportunities for creativity, tactical understanding, or cooperative learning among students.

Therefore, the application of the drill method should be balanced with other learning approaches such as games, cooperative learning, or modified activities to maintain students' enthusiasm and engagement. Teachers need to be creative in designing varied and enjoyable learning experiences while still maintaining the main objective of skill

mastery. Thus, the drill method can remain effective not only in improving students' technical abilities, but also in creating meaningful and engaging PJOK learning experiences.

CONCLUSION

Based on the research results, it can be concluded that the drill method is effective in improving the learning outcomes of bounce pass skills for class VIII students at SMPN 22 Surabaya, which is shown through the increase in average scores and learning completeness percentage from the pre-cycle to Cycle II. The application of repeated and structured practice helps students in improving technique, accuracy, and movement coordination, as well as encouraging activeness during learning. Thus, the drill technique offers a viable option for PJOK instruction to enhance learners' motor competencies.

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