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THE INFLUENCE OF LEARNING STRATEGIES AND CONFIDENCE ON BASKETBALL DRIBBLE LEARNING OUTCOMES

Indra Permana[1], Hernawan[2], Fahmy Fachrezzy[3]

[123]Phisical Education, Jakarta State University Postgraduate
Jakarta State University Complex M.Hatta Building Jl. Rawamangun Muka, East Jakarta, Indonesia
Correspondiing author. Email **:** indrapermana2108@gmail.com

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Abstract Interdisciplinary approaches to understanding the factors that influence basketball dribble learning are also relevant. Psychological factors such as motivation, perception of self-esteem, and coping strategies in the face of failure can also influence player learning outcomes. Thus, this research not only explores the technical aspects of learning, but also expands our view of the psychological dynamics involved in the learning process of sports skills. Basketball Dribble is one of the demands in the learning process of PJOK in High School. In the process of learning of course each student has different skills – different. In this case, PJOK teachers are charged with using learning strategies that make it possible to match students. This research is a 2×2 factorial design experiment because it consists of two factors and each factor has two levels. The aim of this study was to determine whether the two learning strategies, the Inkuiri Learning Strategy (SPI) and the Problem-Based Learning Strategies (SPBM), had a greater influence on Dtibble basketball learning outcomes.

Keywords: Learning Strategy, Self-Confidence, Basketball Dribble

INTRODUCTION

In this modern era, the development of basketball sports in Indonesia is growing rapidly. Many young people are interested in learning basic techniques, including dribble, which is one of the most important skills in a basketball game. However, basketball dribble learning results are often influenced by the learning strategies applied as well as the student's level of confidence in implementing those skills in actual game situations.

Basketball has become a very popular sport all over the world, including in Indonesia. Since it was first introduced by Dr. James Naismith in 1891 in the United States, basketball has undergone rapid development and has become one of the most sought-after sports for both professional and amateur players. In Indonesia, interest in basketball continues to grow as awareness of the benefits of sport and its popularity among young people increases.

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At the level of formal education, especially in schools and universities, improving the quality of sports education is an objective that is continuously pursued. Teachers and coaches need to be armed with knowledge of effective learning strategies to ensure that students not only understand dribble techniques, but also can implement them well in game situations. In this context, research on the influence of learning strategy and confidence levels on basketball dribbles learning outcomes can make meaningful contributions to the development of more effective and relevant sports curricula.

From a psychological perspective, self-confidence is not static but can develop with experience and mastery of skills. Therefore, building student or player confidence in a dribble context is also an important part of a holistic learning approach. Strategies that support positive experiences and appreciation of efforts and

improvements can help boost their motivation and commitment to learning.

More broadly, this research also has implications for the sports industry and the economy. Basketball is not only a sport, but also an important commercial platform. The basketball matches attracted significant sponsors, advertisers, and audiences, all of which contributed to the overall sport economy. By understanding the factors that influence dribble learning outcomes, basketball clubs and federations can develop more effective talent development programmes. In addition, sports equipment manufacturers can also leverage this knowledge to develop products that support technical skills learning in basketball.

Result of learning to dribble basketball

Learning outcomes are changes experienced by students as a result of learning processes, both related to cognitive, affective, and psychomotor aspects. (Prillany & Rusdiyanto, 2021). The degree of student success in understanding the material taught at school is called the learning outcome. This success rate is measured by collecting scores from tests related to a particular subject matter. A good learning outcome is a proud thing for a student, and he will strive to maintain and improve what they have achieved. However, there are many factors that affect student learning success.

Learning Strategies

Learning strategy is the planning that is done to manage the content and process of learning in a comprehensive way so that it can the learning objectives. (Munawaroh dkk, 2022). Learning strategies with religious moderation reinforcers are intended to be a learning strategy that is used in learning by providing values of religious Moderation. Some of the learning strategies that are used in education in the city of Mataram such as cooperative learning, live learning and inquiry learning.

Inquiry learning is a type of learning in which teachers encourage students to participate actively in the learning process by encouraging them to experiment and experience the concepts and principles taught. (Siswantoro, 2020; Zagoto et al., 2022). Many educators, practitioners, and academics regard the inquiry learning model as a method, although they differ to a certain degree from the previous learning experience.

The Problem Based Learning Model (PBM) teaches students to concentrate on problem-solving methods. They are looking for the best solutions by using various sources, such as rules, theories, and events—other events that have occurred through critical thinking. This model enables students to use 21st-century skills such as creativity, collaboration, communication, and technological capabilities to cope with the challenges of today. (Wangid, 2023). Therefore, this learning model is strongly supported by the technological advances that are always present in today's younger generation. As a result, this model of learning is considered very flexible because it can be adapted to different situations and class conditions.Educators who implement this model can help their students solve problems, like using technology.

According to Dany et al. (2019), a student's confidence is the confidence that a student has so that they feel confident that they can learn well. According to the definition above, self-confidence is a person's ability to make him feel confident and successful in completing his task. Studies conducted by Novena and Kriswandani (Asiyah et al., 2019) show that students have confidence in the learning process and can answer questions orally. Self-confidence is crucial to early childhood because it helps them become more brave to do something, make the decisions they want, and be responsible for their choices.

METHOD

The aim of this study was to determine whether the two learning strategies, the Inkuiri Learning Strategy (SPI) and the Problem-Based Learning Strategies (SPBM), had a greater influence on Dtibble basketball learning outcomes. Hopefully this research can help teachers of physical education teach their students to exercise.

There are three variables involved in this study. The first is the learning strategy, which consists of the Inquiries Learning Strategy (SPI) and the Problem Based Learning Strategies (SPBM); the second is the Dribble Basket learning outcome; and the last is the bound variable. The 2 x 2 floor care design was used in this study.

2×2 factorial design is a type of experiment that allows researchers to understand the influence of two independent variables (each with two

levels) on one dependent variable. For example, a botanist would like to know the influence of sunlight (low or high) and irrigation frequency (daily or weekly) on the growth of a particular plant species.

This study is called a two-fold factorial design study because it consists of two factors and each factor has two levels. The following table shows the four groups required for a factorial design twice twice:

Tabel Organisation Sample Experiment

Strategi Pembelajaran (A) / **Percaya Diri (B)**	**Inkuiri (A_1)**	**Berbasis Masalah (A_2)**
Percaya Diri Tinggi (B_1)	14	14
Percaya Diri Rendah (B_2)	14	14
Total	**28**	**28**

RESULT AND DISCUSSION

1. **Overall, basketball dribble learning results through inquiry learning strategy (SPI) are better than problem-based learning strategies (SPBM).**

Basketball dribble is one of the most important basic patterns of movement in basketball. Every student must really master the basketball dirbble. That requires a matching learning strategy in learning basketball dribble. In this study, two learning strategies were applied, namely inquiry learning strategy (SPI) and problem-based learning strategy (SPBM) with the aim of seeing which strategy is better in improving basketball dribble learning outcomes. Both of these training strategies have the same goal of improving the basketball drive learning outcome.

The results of the motion analysis above are confirmed by the variance analysis calculations of the differences in effectiveness between the two methods of training as a whole, i.e.; F observation between columns (Fo) = 25,08, larger than F table, that is 14,11 (Fo = 25,08 > Ft = 4,11), and by looking at the results of learning basketball dribble using SPI strategy (= 36,18 and s = 6,84) compared to looking at basketball dribbling using SPBM strategy (= 34,29 and s= 5,42), it can be concluded that overall SPI strategies are better than SPBM strategies for seeing basketball drawbling learning results.

2. **For students with high self-confidence, basketball dribble learning results through the application of inquiry learning strategies (SPI) are better than a problem-based learning strategy. (SPBM)**

It is said that these two strategies have the same goal of improving basketball dribble learning, but each has differences in implementation. The SPI

strategy in its implementation emphasizes on learning to think critically.

For students who have a high degree of self-confidence, this will be able to develop their learning towards achievement of improved learning outcomes, because they are more interested in doing more.

While the SPI strategy in its implementation, emphasizes on the process of thinking critically and analytically to find and find answers to a questionable problem. In other words, students who perform SPI strategies are not influenced by external factors. For students who have high self-confidence, learning is a regular activity and does not have a high challenge, because he believes that learning is so easy and simple that it does not generate a high level of confidence and critical thinking in improving confidence, thus the results to be achieved are not as expected. In other words, learning with the application of SPI strategies for students who have a high level of self-confidence leads to a lack of critical thinking elements.

3. **For students who have low self-confidence, learning basketball dribble through the application of Spbm (A2) strategy is better than SPI strategy (A1).**

The SPBM strategy in its implementation, emphasizes learning that uses real-world problems. This learning strategy is designed to acquire knowledge and concepts that are the essence of the subject matter. It means making a leap based on one's own desire and ability. In other words, students learn in their own rhythm and abilities without any time limit or ability control, and this is not influenced by environmental factors. For students with low self-confidence, a lesson like this is a very enjoyable activity, because he thinks it focuses on problem-solving skills. In this respect, the expected results will be achieved. In other words, learning with the application of SPBM strategies for students who have low self-confidence more stimulates the emergence of passion to reach the level of learning basketball dribble.

4. **There is an interaction between learning strategies and self-confidence towards basketball dribble learning outcomes.**

Results of 2x2 variance analysis, on the interaction between learning statics and confidence in basketball dribble learning results showed that Fobservation = 25,08 > Ftable 0,05 = 4,11. This interaction describes that SPI

learning strategies are more suitable for students with high self-confidence compared to SPBM strategies: A1B1 > A2B1. On the contrary, both SPI and SPBM can be applied to students with low confidence. A1B1 : A2B1 (P1 : P2), Qcounting 6.90 > Qtable 3.79. In other words, the effectiveness of the SPI strategy with high confidence (=36,18 and sd = 6,84) is actually better compared to the hop jump training method (=35,5 and Sd = 3,55). The hop jump exercise method with low motor ability and the skipping rope training method with lower motor ability; A2 B2 : A1 B2 (P4 : P3), the Q counting result 2.25 > Qtabel 3.79, in other words theSPI strategy (= 30,36 and SD = 3,18) and the SPBM strategy. Means the SPBM strategy gives better results, but the effectiveness of the basketball Dribble learns.

CONCLUSION

Generally speaking, inquiry learning strategies (SPI) and problem-based learning strategy (SPBM) differ in terms of basketball dribble learning outcomes. Basketball dribling learning outcome is influenced by a combination of inquery learning strategy and problem based learning strategy (SPBM). Inquiry Learning Strategy (SPB) is more effective than Problem-Based Learning Strategies (PSBM) on high-confidence basketball-dribbling students.

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