

## Implementation of Basic Technical Training to Improve Basketball Playing Skills among Extracurricular Students at SMA Negeri 3 Bone

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### ABSTRACT

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This Community Service Program aims to improve students' understanding and basic basketball playing skills among extracurricular participants at SMA Negeri 3 Bone through the implementation of fundamental technique training. The main problem faced by the partner institution is the limited understanding of new participants regarding the theory and concepts of basic basketball techniques, particularly dribbling and shooting, which has resulted in less optimal training implementation on the court. The implementation methods included interactive lectures, demonstrations, hands-on practice, and mentoring using the ORPAER model (Observe, Reflect, Plan, Action, Evaluate, Reflect). The activities were conducted in the school hall and basketball court and involved 56 students participating in the basketball extracurricular program. The results indicated an improvement in participants' understanding of fundamental basketball technique principles as well as enhancements in movement quality during practice, as evidenced by more stable ball control, better hand-eye coordination, and more directed change of direction ability during dribbling. Training that integrates theoretical instruction with practical application is considered effective as an initial step in developing basketball skills within the school environment.

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### INTRODUCTION

Basketball is a sport that is widely liked and enjoyed by the public. From early childhood to older adulthood, and from school to university levels, basketball continues to be played and competed in (Hidayatullah et al., 2023). In basketball games, there are two teams, each consisting of five players, and the game can be played by both males and females (Subekti, 2019). Basketball is played with the objective of scoring points by putting the ball into the opponent's hoop or basket through passing, dribbling (bouncing the ball on the floor), and shooting actions (Lukyani and Agustina, 2020).

In the learning process and extracurricular activities, sports play an important role in the holistic development of students' potential, both in character formation and motor skill development. Through basketball activities, students not only improve their physical condition but also gain an understanding of positive values such as sportsmanship, discipline, responsibility, and cooperation. In terms of character building, participation in basketball is considered an effective form of physical activity that is enjoyable for students and structured as a game (Nafisah and Hariyanto, 2024).

The basketball extracurricular organization at SMA Negeri 3 Bone is one of the most

popular student activities. However, based on preliminary observations, newly joined members of the extracurricular program still have very limited understanding and knowledge of the theoretical aspects of basic basketball techniques. Knowledge related to fundamental techniques such as passing, shooting, dribbling, and lay-ups is still insufficient, particularly regarding correct movement execution. As a result, the training process aimed at developing and improving skills on the court has not been optimal due to the lack of a solid theoretical foundation.

Recent empirical studies at the secondary school level have demonstrated that systematic instruction in fundamental basketball techniques significantly contributes to skill acquisition and performance improvement among students. Hudain et al. (2023) found that structured training programs emphasizing basic dribbling techniques and hand-eye coordination led to measurable improvements in dribbling performance among high school athletes. Similarly, Nafisah and Hariyanto (2024) reported that balance and agility training were strongly associated with enhanced dribbling ability in senior high school students participating in basketball extracurricular activities.

Furthermore, Hidayat et al. (2025) emphasized that the integration of theoretical understanding with practical training is particularly effective for novice players at the secondary school level, as it supports cognitive processing of movement patterns before technical execution. These findings indicate that basketball skill acquisition among secondary school students is optimized when fundamental techniques are taught through a combination of conceptual explanation and guided practice. Therefore, incorporating recent empirical evidence into extracurricular training programs is essential to ensure effective skill development and sustainable athletic performance in school-based basketball activities.

The results of a study by Hidayat et al. (2025) indicate that providing basic theoretical understanding contributes significantly to improvements in shooting accuracy and ball control during dribbling. This finding reinforces the perspective that fundamental theories, which serve as the foundation for improving basketball skills, should be systematically implemented in training programs (Risal, 2020). These findings are also consistent with the literature, which suggests that mastery of basic techniques combined with the application of systematic training methods can significantly enhance sports skill performance (Ahmad et al., 2024).

This Community Service Program aims to provide knowledge of fundamental basketball techniques, with the expectation of fostering potential talents who can achieve competitive success and bring pride to the school. Collaboration between educational institutions and higher education institutions in sports development programs is considered an effective strategy for improving the quality of coaching and students' performance outcomes (Saputri et al., 2025). This activity focuses on delivering explanations and theoretical knowledge of basic basketball techniques to new members of the extracurricular basketball program at SMA Negeri 3 Bone. The training is expected to serve as a conceptual framework and a stepping stone for students to achieve their highest potential performance.

Through the implementation of this community service activity, it is expected that students will not only participate in extracurricular training merely to play basketball but will also understand and appreciate the importance of foundational knowledge of basic basketball techniques. In addition, this program is expected to strengthen synergy between

Universitas Cahaya Prima Bone and SMA Negeri 3 Bone in efforts to improve the quality of student achievement at the school level.

## **IMPLEMENTATION METHOD**

This activity was a Community Service Program conducted using interactive lectures, training, and participant mentoring, applying the ORPAER model (Observe, Reflect, Plan, Action, Evaluate, Reflect) (Mohamed et al., 2022). The use of the ORPAER design consists of four systematic cycles implemented to enhance the basketball skills of extracurricular participants at SMA Negeri 3 Bone.

### **Subjects and Location**

This Community Service activity was carried out in the school hall of SMA Negeri 3 Bone and on the basketball court. The participants consisted of 56 newly registered students in the basketball extracurricular organization, selected using a total sampling technique in which all new members were included as the sample. In addition, the activity involved one supervising teacher and two coaches, namely the head coach and an assistant coach (Ishaq et al., 2020).

### **Implementation Stages**

At this stage, the team conducted observations and initial reflections related to the participants' basic basketball skills, particularly dribbling and shooting abilities. The activities included:

1. Observing extracurricular training sessions conducted in the afternoon.
2. Conducting interviews with the supervising teacher and coaches to identify training-related issues.
3. Reflecting on the observation results to determine the focus for improving basic techniques.
4. Dribbling drills focusing on ball control using both the right and left hands, changes in direction and speed during dribbling, and hand-eye coordination.
5. Providing simple drills for repetition of basic techniques.
6. Independent practice to habituate proper movement techniques.
7. Individual mentoring for participants who experienced difficulties.

Subsequently, instructional materials and theoretical explanations of basic basketball techniques, particularly dribbling, were delivered. The instructional approach was interactive and supported by teaching aids such as projectors, demonstrations of simple movements, and direct practice on the court. This approach was intended to help participants clearly understand the fundamental concepts underlying each basic technique.

Providing theoretical knowledge prior to practical implementation can facilitate participants' understanding and enhance the effectiveness of the training process. By applying this methodological strategy, students are expected to actively engage in physical activities while simultaneously expanding their learning experience in a holistic manner (Istaria and H, 2022). The instructor conducted question-and-answer sessions and discussions to further enrich the knowledge and understanding of new extracurricular participants. At the end of the activity, the instructor provided reflection and evaluation sessions, as well as distributed instructional modules for future use.

Afterward, the instructor accompanied and guided participants during direct on-court practice to strengthen conceptual understanding and enhance skill development through hands-on experience (Handayani and Marsudi, 2022). Repetitive training was also intended to encourage students to acquire skills beginning from the cognitive domain. Through this approach, direct practice not only deepens theoretical foundations but also promotes continuous improvement in applied skills during the skill development process (Istaria and H, 2022).

Through the implementation of this program, which employed lectures, demonstrations, and direct practice, students were expected to increase their knowledge and awareness of the importance of mastering basic basketball techniques theoretically, thereby facilitating more effective acquisition of movement techniques during training sessions.

To assess skill development in sports training activities, several studies recommend the use of technical skill assessments as a form of supportive evaluation. Pradani et al. (2025) explain that pre-test and post-training observations can be used to illustrate changes in participants' abilities within a training program. Specifically for basketball dribbling skills, Klotzbier and Schott (2024) state that dribbling ability can be observed by directing participants to navigate obstacles over a distance of 20 meters while recording completion time using a stopwatch, with attention to aspects of control, speed, and movement fluency. The data obtained from these skill observations can then be analyzed descriptively to provide a general overview of participants' skill development.

In the context of this Community Service Program, the evaluation approach was applied descriptively and reflectively to assess the quality of program implementation, participant engagement, and changes in movement quality throughout the training process, without emphasizing quantitative measurements as the primary determinant of program success. The evaluation results were used as a basis for improvement and recommendations for future extracurricular coaching programs.

## RESULT AND DISCUSSION

This Community Service Program, entitled "*Implementation of Fundamental Technique Training as an Effort to Improve Basketball Playing Skills among Extracurricular Students at SMA Negeri 3 Bone*," was implemented using an interactive lecture-based approach. The program aimed to provide theoretical knowledge to new members of the basketball extracurricular organization as a foundation prior to on-court training.

The program was implemented successfully and received positive responses from the participants. Students demonstrated high levels of enthusiasm during interactive lectures, discussion sessions, and on-court practice. The delivery of theoretical material before practice helped participants understand the basic concepts of dribbling and shooting techniques in a more systematic manner.

During practice sessions, participants showed improvements in movement quality, particularly in ball control, hand-eye coordination, and the ability to change direction while dribbling. These improvements were observed consistently throughout the training activities.

The initial stage of the program involved conducting observations at the school and holding discussions with the coach and supervising teacher to gather information regarding

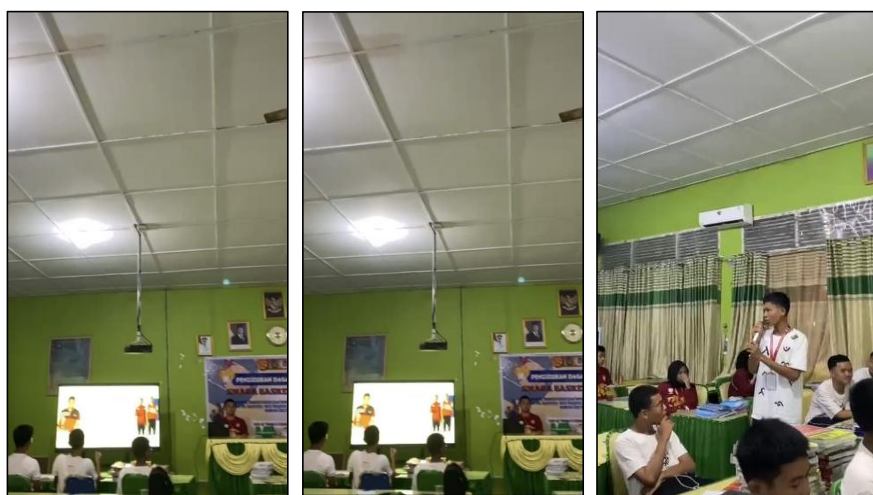
the skill levels, development, and characteristics of new members of the basketball extracurricular program at SMA Negeri 3 Bone.

Following this stage, general instructional materials on basketball were delivered, including a brief history of basketball, rules of the game, objectives of basketball play, and the importance of mastering fundamental techniques to support skill improvement.



**Figure 1. Opening of the Activity and Delivery of Basketball Theory Material**

Subsequently, instructional content focused on fundamental basketball techniques, specifically dribbling and shooting. The delivery process employed interactive lectures supported by visual media, including instructional videos, images illustrating movement execution, and PowerPoint slides. Participants showed strong engagement while observing visual demonstrations and practicing simple movements, particularly among beginner participants.



**Figure 2. Delivery of Instructional Material Using Visual Media and Group Discussion**

During discussion sessions, participants actively asked questions and engaged in dialogue with the instructor. Many participants reported that they had previously misunderstood several basic techniques, especially related to proper dribbling mechanics. At the practical training stage, participants were trained using a mixed-method approach that combined theoretical explanations and direct on-court practice. Training began with explanations of fundamental dribbling techniques, covering aspects such as ball control,

speed, and directional changes. Participants also practiced applying these techniques during structured drills and guided practice sessions.



**Figure 3. On-Court Practice Training**

Dribbling skill assessment was conducted descriptively by observing several key components, including ball control, dribbling speed, change of direction, and hand-eye coordination. These observations allowed instructors and coaches to identify participants' strengths and areas requiring improvement.

Although this program primarily employed a descriptive and reflective evaluation approach, preliminary quantitative indicators were also used to illustrate changes in participants' skill performance. Based on observational rating scales applied by instructors and coaches, participants' dribbling skills were assessed across four components: ball control, dribbling speed, change of direction, and hand-eye coordination.

The results indicated that approximately 68% of participants showed moderate to high improvement in ball control, while 64% demonstrated noticeable improvement in hand-eye coordination. Improvements in dribbling speed and directional change were observed in 61% and 59% of participants, respectively. These indicators suggest that the majority of participants experienced positive skill development following the implementation of fundamental technique training.



**Figure 4. Reflection and Evaluation Session**

## DISCUSSION

The results of this Community Service Program indicate that providing theoretical instruction prior to practical training plays an important role in improving students' understanding and execution of fundamental basketball techniques. Participants' increased

awareness of proper body positioning, balance, and movement coordination demonstrates the effectiveness of integrating theory into extracurricular sports training.

In particular, participants began to recognize the importance of maintaining a low and balanced body position during dribbling to enhance stability and ball control, especially when facing defensive pressure. This finding aligns with Wiyasa (2021), who emphasizes that a stable and low body posture is essential for effective dribbling performance.

The discussion of dribbling skill development in this Community Service Program refers to several key components that are commonly used to interpret participants' performance during training activities. These components function as a conceptual framework for understanding improvements observed during practice rather than as formal quantitative assessment results. One important component is ball control, which reflects a player's ability to maintain stable and controlled movements while dribbling. Good ball control allows players to secure the ball even when accelerating or decelerating and is further indicated by the ability to dribble effectively using both hands. Previous studies highlight that bilateral dribbling proficiency is essential for maintaining ball security and adaptability in dynamic game situations (Salas et al., 2025).

In addition to ball control, dribbling speed plays a significant role in overall performance. Effective dribbling speed is not solely determined by how fast a player moves but also by the ability to maintain control and technical efficiency while advancing the ball. As emphasized by Swandayani (2025), optimal dribbling speed requires coordination between movement velocity and precise ball handling, enabling players to perform efficiently without losing control during play.

Another critical aspect discussed in relation to dribbling performance is the ability to change direction quickly and efficiently. Directional changes are particularly important when players attempt to evade defenders or reposition themselves on the court. Smooth and rapid transitions in movement indicate a higher level of technical mastery and are associated with better dribbling performance in competitive basketball settings (Diputra et al., 2021).

Furthermore, hand-eye coordination is an essential factor influencing dribbling effectiveness. Players must continuously monitor the ball while simultaneously being aware of opponents and game situations, especially under pressure. Strong coordination between visual input and hand movement enables players to sustain ball control and make appropriate movement decisions during dynamic play. Previous research suggests that well-developed hand-eye coordination contributes significantly to improved dribbling performance and technical consistency (Alatas and Pratama, 2024).

Overall, discussing these interrelated components provides a theoretical basis for interpreting improvements in dribbling performance observed during the program. The integration of technical control, movement efficiency, and perceptual-motor coordination supports the effectiveness of combining theoretical instruction with practical training in developing fundamental basketball skills within a school extracurricular setting.

Similarly, improvements observed in shooting practice reflect the relevance of emphasizing fundamental shooting principles, including balance, visual focus, elbow alignment, continuous motion, and coordinated follow-through. These elements are consistent with the technical framework proposed by Febryan et al. (2024), which highlights the role of biomechanical efficiency in achieving optimal shooting accuracy.

The positive response from participants toward the use of visual media suggests that interactive lecture methods supported by audiovisual materials can enhance learning engagement and comprehension. Visual demonstrations enabled participants to observe correct movement patterns clearly, reducing misconceptions that had previously been formed through informal practice.

Furthermore, the integration of theoretical knowledge, technical skills, physical conditioning, and mental readiness is considered a fundamental foundation for achieving peak performance in sports. This perspective supports the findings of Santika et al. (2022), who argue that holistic training approaches are essential in athlete development.

From an instructional standpoint, reflections from the instructors indicate that the interactive lecture approach is an effective initial strategy for extracurricular coaching and athlete development. This approach not only benefits students but also provides coaches and supervising teachers with additional insights into instructional strategies that prioritize conceptual understanding before physical execution.

Moreover, the provision of theoretical instruction in fundamental techniques contributes to the development of students' cognitive foundations in sports science. By establishing this foundation, participants with limited prior knowledge are better able to develop their technical skills in a structured and directed manner, which can then be effectively implemented during on-court training sessions (Hudain et al., 2023).

Despite these positive outcomes, this program was conducted within a limited time frame and relied primarily on descriptive observations, which may restrict the evaluation of long-term skill retention. Future programs could extend the training duration, include follow-up assessments, and integrate competitive game situations to strengthen skill development outcomes.

Overall, the findings suggest that combining theoretical instruction with practical application is a suitable and effective approach for developing fundamental basketball skills within school-based extracurricular programs.

## CONCLUSION

The This Community Service Program demonstrated that fundamental basketball technique training that integrates theoretical instruction with practical application can effectively support skill development among extracurricular students at the secondary school level. Participants showed overall improvements in basic dribbling performance, indicating that a structured approach to teaching fundamental techniques is appropriate for novice players.

From a practical perspective, this program highlights the importance of providing conceptual understanding before intensive on-court practice in extracurricular coaching. Coaches and supervising teachers are encouraged to incorporate brief theoretical explanations, visual demonstrations, and guided drills into regular training sessions to strengthen students' technical foundations and learning efficiency.

For future programs, extending the duration of training, implementing follow-up evaluations to assess skill retention, and incorporating game-based or competitive scenarios are recommended to enhance skill transfer and long-term performance development. These efforts may further improve the effectiveness of school-based basketball extracurricular programs.

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