

Workshop on Basketball Rules and Fair Play for Basketball Athletes of Bone Regency

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ABSTRACT

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This Community Service activity aimed to improve the understanding of game rules and the application of fair play values among basketball athletes in Bone Regency. The problems faced by athletes at the regional level are not only related to technical and physical aspects, but also to low literacy regarding game rules, particularly situational rules, which results in frequent violations, loss of game momentum, and the emergence of unsportsmanlike behavior during matches. The method used in this activity was an interactive lecture that actively engaged participants through discussions, question-and-answer sessions, analysis of match case studies, and the provision of direct feedback. The activity was conducted at the Meeting Room of Sore Cafe and was attended by 42 athletes from student groups and basketball communities in Bone Regency. The materials delivered included basic and situational basketball rules based on the FIBA 2024 Rules, an introduction to referee signals, and the reinforcement of sportsmanship and fair play values. The results showed an improvement in participants' understanding of the differences between fouls and violations, technical game procedures, as well as increased awareness of the importance of emotional control and sportsmanlike attitudes in competition, as observed through facilitator observations, participant responses during discussions, and short situational quizzes conducted at the end of the workshop.

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INTRODUCTION

Basketball is a team sport that requires mastery of technical skills, tactical understanding, optimal physical condition, and solid teamwork (Gómez-Carmona et al., 2026). However, the quality of play is not determined solely by playing skills, but is also strongly influenced by the extent to which athletes understand the rules of the game (Sampaio-Jorge et al., 2022). In reality, many athletes, including those at the regional level, have not yet mastered the rules adequately, particularly situational rules that frequently occur during matches (Chen et al., 2024).

Limited understanding of the rules has a direct impact on game outcomes and flow of play (Gréhaigne et al., 2012). Athletes often commit fundamental errors such as traveling, double dribble, carrying, backcourt violations, and three-second violations, as well as incorrectly applying procedures for throw-ins, free throws, player substitutions, and time-outs (García-Rubio et al., 2024). These errors not only cause teams to lose points or ball possession, but also disrupt the rhythm of the game and reduce athletes' concentration

(Sampaio-Jorge et al., 2022) . Momentum that could otherwise be utilized for effective offense or defense is instead wasted due to violations that could have been avoided if the rules were properly understood (Chen et al., 2024).

In addition, low literacy in game rules often triggers other issues, such as increased protests against referees' decisions, miscommunication between athletes and coaches, and the potential emergence of unsportsmanlike behavior (Kresnayadi et al., 2024) . These conditions can disrupt competitive focus, lead to technical fouls, and ultimately affect the team's image as well as the process of athlete character development (Boardley, 2019) . Ideally, performance development should go hand in hand with the cultivation of discipline, sportsmanship, and emotional control through the application of fair play values (Candra et al., 2024).

Basketball athletes in Bone Regency, as part of regional sports development, require the strengthening of competencies that are not only focused on technical and physical aspects, but also on understanding the rules and applying sportsmanship (Risal et al., 2025). Therefore, an educational activity in the form of a Basketball Rules and Fair Play Workshop is needed, designed in a practical and applicable manner through the delivery of core materials, discussion of match case studies, referee signal recognition exercises, and simulations of decision implementation during games (Hita et al., 2024) . Through this activity, it is expected that athletes' understanding of the rules will improve, errors during matches will decrease, and fair play behavior will be fostered, thereby enhancing the quality and competitiveness of basketball athletes in Bone Regency (Kavussanu, 2025).

An educational approach through workshop activities has been effectively applied in various sports community service programs in Bone Regency. A previous community service study involving FORKI Bone athletes demonstrated that simulation-based and structured educational activities were able to enhance athletes' understanding of competition rules, decision-making quality, and sportsmanlike behavior in competition (Saputri et al., 2025) . These findings indicate that a participatory workshop approach is not only relevant to combat sports, but can also be adapted to team sports such as basketball, particularly in strengthening the understanding of rules and fair play values.

Based on these conditions, this Community Service activity aims to improve the understanding of game rules and the application of fair play values among basketball athletes in Bone Regency through a Basketball Rules and Fair Play Workshop.

IMPLEMENTATION METHOD

Community Service Design

The design applied in the Basketball Rules and Fair Play Workshop for Basketball Athletes in Bone Regency was an interactive lecture approach, in which the delivery of material was not one-way but actively involved participants through question-and-answer

sessions, brief discussions, direct clarification, and the provision of feedback during the activity (Prince, 2004). This method was selected because it is considered effective in addressing athletes' limited understanding of game rules, which has often been a cause of errors during competition (Oliveira et al., 2006). Interactive lectures allow facilitators to quickly identify participants' difficulties and provide appropriate explanations tailored to athletes' practical needs on the court (Gréhaigne et al., 2012).

Subjects and Location

This Community Service activity was conducted at the Meeting Room of Sore Cafe and involved basketball athletes in Bone Regency, including students and members of local basketball communities. A total of 42 participants attended the activity.

At the initial stage, the team carried out observations and preliminary reflections related to athletes' understanding and implementation of rules during matches, where errors were still frequently observed in basketball play (Gréhaigne et al., 2012). The stages of the activity included: (1) observation of activities during basketball training sessions and matches; (2) interviews with supervisors and coaches to identify existing problems; (3) reflection on the results of observations regarding the application of the FIBA 2024 rules; and (4) individual mentoring in the form of brief face-to-face guidance provided to participants who demonstrated difficulties in understanding specific situational rules during discussions and quizzes (Oliveira et al., 2006).

During the implementation stage, the facilitator delivered core materials on basic and situational basketball rules that frequently occur in matches, such as traveling, double dribble, carrying, backcourt violations, and three-second violations, as well as technical match regulations and procedures including throw-ins, free throws, player substitutions, and time-outs (Aini & Siantoro, 2022). The material was presented in a communicative and contextual manner by linking the rules to real situations commonly experienced by athletes, such as violations during fast transitions, errors when facing defensive pressure, or positional mistakes while in the key (paint) area (Saichudin & Munawar, 2019). In this way, athletes not only memorized the rules but also understood when and why the rules are applied.

Furthermore, the lecture session was strengthened with a discussion on fair play, which encompassed values of sportsmanship, discipline, respect for opponents and game officials, as well as the ability to control emotions when facing referees' decisions that do not meet expectations (Ardinnata & Warni, 2024). In this section, the facilitator emphasized the importance of effective communication on the court, appropriate ways to express questions or objections politely, and the negative impact of excessive protests on team performance. Participants were given the opportunity to share personal experiences related to mistakes during competition or incidents that triggered conflict, after which the facilitator guided discussions to identify appropriate solutions based on the rules and ethical principles of competition.

To facilitate better understanding of the material, the interactive lecture was supported by the use of instructional media such as presentation slides, images or diagrams of player positioning, examples of game situations, and, when possible, video clips or illustrated

match cases. The facilitator could pause the presentation at certain moments to assess participants' understanding through short questions, brief quizzes, or rapid case analyses, for example: "Is this a foul or a violation?", "Which team gets possession after this situation?", or "What are the referee's possible decisions in this case?". This technique helped participants develop decision-making logic in accordance with the rules and reduced confusion that often arises during matches.

At the end of the session, the facilitator summarized the key points and reinforced important concepts, particularly participants' ability to distinguish between fouls and violations, understand the consequences of each infringement, and apply fair play attitudes during matches. In addition, participants may be provided with concise notes or summary sheets as references to help continuously strengthen their understanding of the rules during training sessions and prior to competitions.

Through the implementation of this interactive lecture method, the activity is expected to produce tangible impacts, including improved understanding of the rules, a reduction in the frequency of fundamental errors during competition, enhanced athletes' ability to read game situations, and the development of better sportsmanship and fair play behavior, thereby creating a more orderly, safe, and competitive match environment.

Evaluation of Activity Outcomes

The evaluation of the workshop outcomes was conducted using a qualitative descriptive approach. Participants' understanding of basketball rules and fair play values was assessed through (1) direct observation of participant responses during discussions and question-and-answer sessions, (2) short situational quizzes administered at the end of the workshop to identify participants' ability to distinguish between fouls and violations, and (3) participant reflections on their learning experiences. Facilitator feedback was also used to identify changes in participants' comprehension and attitudes toward fair play. This evaluation approach allowed the implementation team to capture both cognitive and affective outcomes of the activity. The findings from this evaluation formed the basis for the results and discussion presented in the following section.

RESULT AND DISCUSSION

Based on the evaluation methods described in the previous section, the outcomes of the workshop were identified through observations, situational quizzes, and participant reflections. The implementation of this Community Service activity through the Basketball Rules and Fair Play Workshop for Basketball Athletes in Bone Regency demonstrated that a program conducted using an interactive lecture approach was well implemented and aligned with participants' needs (Prince, 2004). The activity took place at the Meeting Room of Sore Cafe and was attended by 42 athletes from both student groups and basketball communities in Bone Regency. Prior to the main session, the implementation team first mapped the initial conditions through observations during training sessions and matches, which were further strengthened by interviews with supervisors and coaches. This initial stage revealed that participants' understanding of the FIBA 2024 rules was still uneven; consequently, athletes frequently made mistakes during games, particularly in situational rules that occur during high-tempo play.



Figure 1. Documentation of the Basketball Rules and Fair Play Workshop for Basketball Athletes in Bone Regency

To illustrate the changes in participants' understanding before and after the workshop, a summary of the evaluation results is presented in Table 1.

Table 1. Summary of Participants' Understanding Before and After the Workshop

Aspect Evaluated	Before Workshop	After Workshop
Understanding of basic violations (traveling, double dribble)	Many participants confused violations with fouls	Majority of participants correctly identified violations
Understanding of situational rules	Limited and inconsistent	Improved ability to explain game situations
Knowledge of match procedures	Partial understanding	Clearer understanding of throw-ins, free throws, substitutions
Fair play attitudes	Frequent emotional reactions	Increased awareness of emotional control and sportsmanship

The results of the initial mapping also indicated that the most dominant errors committed by athletes were related to violations, such as traveling, double dribble, carrying, backcourt violations, and three-second violations (Rohmana & Herpandika, 2021). In addition to these infringements, participants had not yet fully understood the procedural aspects of matches, including throw-in regulations, free throw rules, substitution mechanisms, and the proper use of time-outs in accordance with the rules (Aini & Siantoro, 2022). Several athletes reported that they often experienced confusion when facing certain situations, particularly in determining whether an incident constituted a foul or a violation and what the correct consequences of the decision should be (e.g., ball possession, throw-in, or free throw). This condition directly affected the quality of play, as simple violations frequently led to loss of possession, disrupted game rhythm, and reduced team concentration (Tubagus & Lestari, 2025).

During the workshop implementation, the material was delivered in a communicative and contextual manner by linking the rules to athletes' real experiences on the court, such as violations during fast transitions, errors when facing defensive pressure, and positioning mistakes in the paint area (Gréhaigne et al., 2012). The interactive lecture format encouraged participants to be more active, as they could directly ask questions, share their match experiences, and discuss incidents that often generate debate. The delivery of the material was further supported by instructional media such as slides, player positioning diagrams, and illustrated match cases, making the concepts easier to understand (Oliveira

et al., 2006) . In addition, the facilitator provided direct feedback through prompting questions and short quizzes that trained participants to think quickly and develop decision-making logic based on the rules (Prince, 2004) . Through this approach, participants increasingly demonstrated the ability to identify types of violations, understand the rationale behind the implementation of certain rules, and determine appropriate consequences according to match situations.

The discussion on fair play also had a positive influence on participants' attitudes. Athletes began to realize that sportsmanship is not limited to respecting opponents, but also includes discipline, the ability to manage emotions, and respect for game officials, particularly referees' decisions (Priambudi & Warni, 2024). During the discussion session, participants acknowledged that excessive protests were often triggered by a lack of understanding of the rules and an inability to control emotions (Serrano-Durá et al., 2021). After receiving clarification, there was increased awareness that such behavior is detrimental to the team, as it can disrupt focus, break communication, and even lead to technical fouls (Dimitropoulos & Scafarto, 2021) . Reflection at the end of the activity indicated participants' commitment to improving communication with referees and placing greater emphasis on maintaining focus on the game.

Overall, the results of the activity indicate that the interactive lecture method was effective in strengthening participants' understanding of game rules, reducing confusion when facing match situations, and increasing awareness of the importance of fair play. These findings also emphasize that rule literacy needs to be reinforced continuously so that the changes achieved do not remain at the level of knowledge alone, but become habitual practices during training and competition. Therefore, the recommended follow-up actions include integrating brief rule education into routine training sessions, providing concise rule summaries as reference materials, and implementing further practical activities such as referee-led scrimmages to habituate the application of rules and fair play in real game situations.

CONCLUSION

The Basketball Rules and Fair Play Workshop for Basketball Athletes in Bone Regency was successfully implemented and aligned with participants' needs. The interactive lecture approach proved effective in improving athletes' understanding of both basic and situational basketball rules, particularly in distinguishing between fouls and violations and comprehending technical match procedures. In addition, the reinforcement of fair play material fostered athletes' awareness of the importance of sportsmanship, discipline, and emotional control during competition. Through this activity, athletes not only gained knowledge of the rules but also understood the implications of their application in maintaining game rhythm and building positive attitudes on the court. As a follow-up, education on rules and fair play is recommended to be continuously integrated into routine training programs and supported by referee-led practice games, so that athletes' understanding and sportsmanlike behavior can be developed consistently and sustainably.

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