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The Influence of the Explicit Instruction Model on Learning Outcomes in Basketball Free Throw Shooting

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Abstract. *In the 2013 curriculum there are various learning materials that can be implemented by students as a means of physical activity, one of which is shooting free throw, in this material students have difficulty in understanding and lack of skill in implementation. The purpose of this study was to determine the effect of the explicit instruction model on shooting free throw learning outcomes. The type of research used is a pre-experiment with a one group pretest posttest design. The research sample was selected using cluster random sampling technique, consisting of 32 students of class VI-D SDN Rungkut Menanggal I/582 Surabaya. The research instrument used was a learning outcome test, which included a knowledge test in the form of 10 multiple choice questions, and a skill test in the form of 10x free throw shooting. Through the results of the Wilcoxon test and the results of the percentage increase, the knowledge showed a p-Value of 0.00 (sig <0.05) with an increase of 62.83%. Process-oriented skills show p-Value 0.00 (sig < 0.05) with an increase of 231%. Meanwhile, product-oriented skills showed a p-Value of 0.80 (sig ≥ 0.05). The results showed that the application of the explicit instruction model had an effect on the learning outcomes of free throw shooting in the aspects of knowledge and process-oriented skills, but had no effect on the aspects of product-oriented skills.*

Keywords*: Physical education, Learning model, Elementary school.*

BACKGROUND

Physical education is an inseparable part of the entire education system(Panggraita et al., 2020). Physical education is a learning process in which students participate in physical activities, through these activities students can master skills, knowledge and develop positive attitudes.(Kustria et al., 2021). At every level of education there are mandatory subjects that must be implemented, one of which is PJOK(Sukardi, 2022; Sukarini, 2020), the formal education system for sports must be implemented at all levels of education(RI Law, 2005). Basic education is included in one of the categories of education levels "formal education levels include primary, secondary and tertiary education"(RI Law, 2003). Every country needs a curriculum to formulate the main objectives of the learning process. Currently, primary school education in Indonesia is implementing the 2013 curriculum and the independent curriculum, this is the second year of using the independent curriculum. “The second year is applied to the early childhood education level, aged between 4 and 6 years. "Primary education levels apply to classes I, II, IV, and V. Meanwhile, secondary education applies to classes VII, VIII, X, and

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XI."(Minister of Education, Culture, Research and Technology of the Republic of Indonesia, 2022).

In the 2013 curriculum, learning in elementary schools emphasizes attitude, knowledge, skills.(Mustafa, 2020). Physical activity is used as a means to help individuals acquire optimal attitudes, knowledge, skills(Wuest et al., 2012). In the 2013 curriculum, big ball games are included as learning material that can be carried out by students as a means of physical activity(Minister of Education and Culture of the Republic of Indonesia, 2018).

The big ball game category includes various types of sports, one of which is basketball. This game is played by two teams, with 5 people on each team(Alamsyah & Nugroho, 2022). Passing, dribbling and shooting are individual skills that must be possessed as prerequisites for success in playing this sport(Prasetyo & Sukarmin, 2017). The goal of the game of basketball is to prevent the enemy or opponent from getting points and try to score as many points into the opponent's basket as possible. Shooting is one of the most important basic skills that must be mastered in achieving this goal.(Putra & Tuasikal, 2019).

(Vencúrik et al., 2022)believes that shooting is one of the main skills in basketball. Shooting is the skill of shooting the ball into a basket with the aim of getting as many points as possible, and all players must be able to master this skill(Yuliana & Tuasikal, 2020). Meanwhile, according toAmber (2016)Shooting is not just about throwing the ball, but involves a series of movements to direct and ensure the ball falls precisely where it is aimed. There are various types of shooting, one of which is free throw shooting, according toReliana & Herdyanto (2020)Free throw shooting is the easiest and most important shot that all basketball players must master. Free throw shooting has the advantage that the player is alone without interference from the opponent, so that in this situation the player can have enough time to think calmly and freely adjust his movement position before shooting the free throw. This advantage should be able to help players score points, but there are still many players who cannot maximize this opportunity.

Based on observations made by researchers at SDN Rungkut Menanggal I/582 Surabaya during the Introduction to the School Environment (PLP) in the class VI free throw shooting learning process, it shows that students have difficulty understanding the lesson and the students' basic free throw shooting skills are not optimal, most students do not can put the ball into the basket and some even experience airball, in other words the ball cannot touch the basket, backboard or net. Based on the results of interviews with PJOK class VI teachers at SDN Rungkut Menanggal I/582 Surabaya during the learning process, students showed a lack

of enthusiasm in participating in learning, students were less active in asking questions or trying, this was felt to occur because of limitations in interaction between teachers and students.

Based on the problems that occur, the use of learning models can be an alternative solution in teaching free throw shooting, according toAdnyani and Tripalupi (2021)Accuracy in choosing a learning model will influence student learning activities. Therefore, if the learning model chosen is not appropriate it will result in a decrease in learning achievement and tend to produce attitudes in students(Herlina, 2018). In this research, the researcher wants to provide a solution by implementing the explicit instruction learning model, where teaching is given directly to students through procedures that are taught in stages or step by step.(Herawati, 2019). WhereasAnwar and Lapenia (2019)explained that this model aims to enable students to know, understand and actively participate in the learning process, so that internal closeness can be created between teachers and students. Through an explicit instruction model that is able to create internal closeness, it is hoped that students will have the courage without being embarrassed to ask questions about things they don't understand, which will ultimately have an impact on maximizing free throw shooting results.

Research result(Nurvitriawati & Sulfasyah, 2018; Prapanca & Tuasikal, 2023; Purnama, 2014; Syamsuddin et al., 2019)shows that the explicit instruction model is successful in improving learning outcomes in various subjects, including PJOK.

THEORETICAL STUDY

The learning model is a systematic arrangement of study guides that will be used by teachers as a reference in planning and carrying out the learning process to achieve Hosnan's learning objectives in(Purnama, 2014). According toRatnasari (2018)learning environment, learning objectives, class management, and class management stages are a series of approaches used as a basis for determining learning models. It can be concluded that a learning model is a pattern or plan that is designed before learning is implemented, and to achieve efficient learning goals the choice of learning model must refer to the material to be delivered.

One learning model that can be used in PJOK is the explicit instruction model, this has been proven in research(Nurvitriawati & Sulfasyah, 2018; Prapanca & Tuasikal, 2023; Purnama, 2014; Syamsuddin et al., 2019)Whichshows that the explicit instruction model is successful in improving learning outcomes in various subjects, including PJOK.

The explicit instruction model is a learning approach where teaching is given directly to students through procedures that are taught in stages or step by step(Herawati, 2019). In this

research model*explicit instructions*used to determine the influence in learning basketball free throw shooting. Based on the research gap analysis carried out, research related to shooting learning outcomes in basketball learning usesmodel*explicit instructions*has never been done on elementary school students, this statement is based on relevant research data on Semantic Scholar. It can be concluded, researchmodel*explicit instructions*on the learning outcomes of basketball free throw shooting is a novelty in this research.

RESEARCH METHODS

This research uses a quantitative approach, pre-experimental method, one group pretest posttest design. The research was conducted at SDN Rungkut Menanggal I/582 Surabaya. The sample was selected using a cluster random sampling technique. The data collection technique uses a learning outcomes test, the test referred to in this research is 1 pretest and 1 posttest, in the knowledge aspect the test is carried out through 10 multiple choice questions, while in the skills aspect the test is carried out through 10 free throw shootings. Data were analyzed using SPSS (Statistical Package for The Social Sciences) 25 bit version.

RESULTS AND DISCUSSION

The following are the results of statistical and normality tests, Wilcoxon, as well as the results of percentage increases:

Normality test

Table 1. Descriptive Statistics and Normality Test Results

Variable	Test	Mean	elementary school	Min	Max	p-Value
Knowledge	*Pretest*	57.19	14.20	20.00	90.00	0.00
	Posttest	93.13	10.91	50.00	100.00	0.00
Process-oriented skills	*Pretest*	1.31	0.74	0.00	4.00	0.00
	Posttest	4.34	0.48	4.00	5.00	0.00
Product-oriented skills	*Pretest*	1.69	1.42	0.00	5.00	0.00
	Posttest	1.75	1.57	0.00	6.00	0.00

*Sig > 0.05

Source: Data Analysis, 2024

Based on the data displayed in table 1 it can be explained as follows:

a. Knowledge shows a p-Value of 0.00 (sig < 0.05), meaning that knowledge data is not normally distributed.
b. Process-oriented skills show a p-Value of 0.00 (sig < 0.05), meaning that the process-oriented skills data is not normally distributed.
c. Product-oriented skills show a p-Value of 0.00 (sig < 0.05), meaning that the product-oriented skills data is not normally distributed.

Wilcoxon test

Table 2. Wilcoxon Test Results

Variable	p-Value
Knowledge	0.00
Process-oriented skills	0.00
Product-oriented skills	0.80

*Sig < 0.05 Source: Data Analysis, 2024

Based on the data displayed in table 2 it can be explained as follows:

a. Knowledge shows a p-Value of 0.00 (sig < 0.05), meaning the hypothesis is accepted.
b. Process-oriented skills show a p-Value of 0.00 (sig < 0.05), meaning the hypothesis is accepted.
c. Product-oriented skills show a p-Value of 0.80 (sig > 0.05), meaning the hypothesis is rejected.

Percentage Increase

Table 3. Percentage Increase Test Results

Variable	MD	Mpre	Percentage
Knowledge	35.94	57.19	62.83%
Process-oriented skills	3.03	1.31	231%

Source: Data Analysis, 2024

Based on the data displayed in table 3 it can be explained as follows:

a. Knowledge shows the difference in value results*pretest*And*posttest*amounted to 35.94 with an increase percentage of 62.83%.
b. Process-oriented skills show the difference in value results*pretest*And*posttest*of 3.03 with an increase percentage of 231%.

This research was conducted to determine whether there was an influence of the use of an explicit instruction model on free throw shooting learning outcomes carried out on class VI-D students at SDN Rungkut Menanggal I/582 Surabaya. According toSafera and Hasan (2019)The explicit instruction model is effective in learning because it is able to present a structured and clear learning experience for students. CorrespondinglyAnwar & Lapenia (2019)states that the explicit instruction model aims to enable students to know, understand and actively participate in the learning process, so that internal closeness can be created between teachers and students. Through this closeness, it is hoped that students will have the courage to ask questions about things they don't understand, which will ultimately have an impact on maximizing free throw shooting results.

This research was conducted over 8 (eight) meetings, lasting 2 x 35 minutes. At meetings 1 (one) and 2 (two), a knowledge and skills pretest was carried out which aimed to

measure students' initial knowledge and abilities. The next 4 (four) meetings are given treatment that can help students understand the free throw shooting movement using an explicit instruction model that teaches step by step starting from balance, eyes, elbow, and follow through. BEEF (balance, eyes, elbow, and follow through) is a basketball shooting concept that can make it easier for students to understand and practice shooting well and correctly.(Ramadhan & Irawan, 2022). After giving the treatment, a posttest was carried out for 2 (two) meetings which aimed to measure the increase in students' knowledge and skills after being treated with free throw shooting material.

Data collection uses pretest and posttest through knowledge and skills instruments. The knowledge aspect in the form of a written test is carried out through 10 multiple choice questions, while the skills aspect is in the form of a free throw shooting test with process-oriented and product-oriented assessments.

Based on the research results obtained from the pretest and posttest test results data for 32 class VI-D students at SDN Rungkut Menanggal I/582 Surabaya, improvement results can be seen after being given treatment. In the knowledge aspect, it obtained a positive rank of 32, which means that all students experienced improvement. Process-oriented skills obtained positive ranks of 31, and negative ranks of 1, which means that only 1 student experienced a decline. Product-oriented skills obtained positive ranks 14, negative ranks 13, and ties 5, which means that 15 students experienced an increase, 14 students experienced a decrease and 5 students experienced no change.

Based on the results of the increase in the percentage, the knowledge aspect has an average pretest of 57.19 and posttest of 93.19 with a difference value of 35.94 so it has an increase of 62.84% with a p-Value of 0.00 (sig < 0.05). In the process-oriented skills aspect, it has an average pretest of 1.31 and posttest of 4.34 with a difference value of 3.03 so it has an increase of 231% with a p-Value of 0.00 (sig < 0.05). The increase in product-oriented skills is not calculated because the p-Value is 0.80 (sig ≥ 0.05). Based on these results, it can be interpreted that the explicit instruction model has an effect on free throw shooting learning outcomes in the process-oriented knowledge and skills aspects, but has no effect on the product-oriented skills aspect. The difference in the results of process-oriented and product-oriented skills in this research occurred because the researchers focused on improving the quality of movements. Process-oriented can provide information to teachers regarding the quality of student movement, so that teachers have an appropriate basis for improving student movement appropriately (Kristiyandaru & Pramulia, 2023). Meanwhile, product-oriented fails to provide teachers with an overview of students' progress in acquiring proficient movement

skills because it only emphasizes "how far, how fast", and "how much"(Goodway et al., 2021). Thus, the hypothesis which states that there is a significant influence from the application of the explicit instruction model on free throw shooting learning outcomes at SDN Rungkut Menanggal 1/582 Surabaya can be declared accepted for the process-oriented knowledge and skills aspect, but the hypothesis is rejected for the product-oriented skills aspect.

CONCLUSIONS AND RECOMMENDATIONS

The application of the explicit instruction model has an effect on improving free throw shooting learning outcomes in the process-oriented knowledge and skills aspects, but has no effect and there is no increase in the product-oriented skills aspect. And there was an increase of 62.84% in the knowledge aspect and 231% in the Process-oriented skills aspect. It is hoped that the limitations that occur in this research can become a reference for further research. The application of varied learning models and additional samples will be able to expand research developments.

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