INQUIRY LEARNING MODEL IN IMPROVING MIDDLE HIGH SCHOOL STUDENTS' DRIBBLING SKILLS BASKETBALL

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Abstract : Dribbling the ball is a basic technique that basketball players must have. Good dribbling skills make it easier for a player to reach the opponent's area quickly. The low dribbling ability of students in the Physical Education study program means they need help from the team to regulate the tempo of the game. This problem is thought to be due to using a model that needs to be more precise and precise. One learning model that can be used is Inquiry Teaching. Using the inquiry learning model will improve students' dribbling skills in playing basketball. This research aims to find out whether the Inquiry learning model can improve students' Dribbling skills. The sample in this study was 32 students of class VIII junior high school who were taking basketball learning material using the Cluster random sampling technique. The type of research used is an experiment using a One Group Pre Test and Post-Test Design. The instrument used to measure ball dribbling ability is the ball dribbling test, and data analysis uses the t-test. From the research results it was found that the use of the Inquiry learning model can improve students' dribbling.
Keywords: Learning Models, Inquiry Teaching, Dribbling, Basketball

INTRODUCTION

Basketball is a competitive sport and is played very fast. The combination of speed and power is the element of physical condition that plays the most role (Krause & Nelson, 2019) . The development of the sport of basketball is increasingly felt today, with the increasing number of basketball fans throughout the world. This sport continues to be popularized by society, both children and adults, regardless of gender, race and culture. In fact, basketball has become mandatory for all academic units (Dehandschutter & Iserbyt, 2020).

This sports game contains a series of complex movements characterized by mutual attacks. To be able to conquer and dominate a match, a player must be able to master basic technical skills, especially Dribbling (Pratama et al., 2022). Players who are able to dribbling well will be able to regulate the rhythm and tempo of the game. Players with good dribbling will be able to make it difficult for opponents to overcome them (Dehandschutter & Iserbyt, 2022) .

Dribbling is an effort to change position when controlling the ball by bouncing it on the floor. Dribbling the ball can be done in various combinations, namely moving the ball from the right hand to the left, from behind to dribbling the ball in a circle (Pratama et al., 2022) . Dribbling is also commonly used by players to outwit opponents. If a player is able to defend and is able to pass, there will be opportunities to approach the opponent's ring, and there will be a higher chance of trying to put the ball into the goal. Basket.

By mastering fast dribbling, the opponent will follow the rhythm of the game made by the ball carrier so that the opponent's concentration will be disturbed which will cause the defense to break down so that they can make mistakes in defense which will result in a lot of empty space remaining so that the attacker can get points easily (Iqbal et al., 2019)

Successful basketball dribbling cannot be separated from mastering good and correct technique. The correct technique will produce good and effective passing. A technical passing error is a failure so it will benefit the opponent (Kroll et al., 2020) . In the game of basketball, several methods of dribbling are often used, namely dribbling using one dominant hand, a combination of both hands, and quickly (Prasetia, 2021) .

Dribbling done with a combination of hands is a deadly weapon for a player. With the player's ability to dribbling with two hands well, it will be easy to change the direction of the dribbling so that the opposing player will be fooled and experience a death step so that the player will easily break through the heart of the opponent's defense (Ridlo, 2019) . Dribbling is also a weapon to regulate the tempo of a match. A team can add, subtract and maintain rhythm depending on a playmaker's skills in managing attacks and a player's dribbling ability (Hartanti et al., 2020) .

Increasing dribbling ability is mainly determined by influencing factors, such as facilities and equipment, implementation of effective, efficient and effective training models, psychological factors, physical abilities, and many other causes. The trainer's expertise in developing and implementing learning models determines the trainer's success in providing teaching (Krause & Nelson, 2019; Malik & Rubiana, 2019; Nugroho et al., 2019) . Of course, an educator must not only be dominant in one learning model, but must have the competence to implement diverse and innovative learning according to the abilities and needs of the students who will be taught. There are many types of learning models that can be used to improve Dribbling abilities, one of which is the use of the Inquiry Teaching learning model (Cothran & Kulinna, 2006; Junaidi & Rizhardy, 2019) .

Inquiry Teaching is a learning model that focuses on the learning experience and delivery of learning material that is centered on the student's own environment, namely using all available technology, books and facilities as learning resources, where students must be able to complete the tasks given by the teacher

in an efficient manner. independent, that is, students are positioned as active people in finding answers to problems or learning tasks instructed by the teacher (Cothran & Kulinna, 2006; Kuhlthau, 2010). Based on developmental theory, learning can be absorbed by students if the material is conveyed by students themselves to their colleagues. Research also shows that implementing learning carried out effectively by peers has an impact on affective, cognitive and psychomotor mastery (Kroll et al., 2020) . Inquiry Teaching is learning between students in one class. In this process, educators cannot be separated as facilitators during the learning process.

In implementing this model, the teacher's portion in this learning series is responsible for carrying out all lesson content, division of tasks, and decision making in the learning process, while in implementing the learning the teacher becomes the control holder or facilitator, except for the interaction part that occurs during the learning implementation process (Dehandschutter & Iserbyt, 2020)). This model can also be a solution to overcome small problems for teachers who will focus on observing learning practices and feedback that occurs in learning situations.

(Junaidi, 2018)Students who complete movement tasks given by the teacher must of course have the ability to explore and look for answers from available learning resources . An educator must be able to facilitate and help overcome problems faced by students in finding and completing learning tasks during teaching and learning.

The Inquiry learning model can create curiosity and has unique challenges because students have targets that must be completed. This model encourages students to look for answers to solve problems presented by the teacher through various learning resources. In this case, students who are more skilled will accompany other students in teaching the material on Basketball Dribbling Skills (Fathurrohman, 2021). Students see problems in a different way than adults and use language that is more familiar and easy for other students to understand.

In implementing this learning model, it must have the following stages: 1) Presentation of the problem; 2) Collection of verification data; 3) Collection of experimental data; 4) Organization of data and formulation of conclusions, and; 5) Analysis of the inquiry process. (Metzler, M., & Colquitt, 2021).

In implementing the Inquiry learning model, elements such as content selection, managerial control, task presentations, engagement patterns must be met. Instructional interaction, pacing, and task progression (Metzler, M., & Colquitt, 2021).

With this learning model, students will focus on evaluating and paying attention to the movements made by students obtained from independent search results, where students are given the authority to correct movements that are considered wrong without hesitation according to the sources they have provided.

find and get. Participants can ask questions. to other students about what they do not understand and know and other students can convey the answers (Dyson et al., 2022; Flemming, 2000).

In the inquiry learning model, the explanation given by students after studying and searching for answers to the task has a high chance of success. Because students will see problems from the perspective of the students themselves, different from the teacher. The search for natural problem solving is more interesting and has its own challenges for students. If this model can be implemented well, students will absorb and apply the material directly and produce good dribbling skills as well (Farias et al., 2018).

METHOD

This type of research is an experiment with a quantitative approach. The population in this study was 224 students in class VIII of SMP PGRI 1 Palembang. The sampling technique used in this research was random sampling, so the sample consisted of 32 students (Jerry R. Thomas, Jack K. Nelson, 2015). The data collection technique used was a ball dribbling skill test.

The result data used for analysis is the difference between the pre-test and post-test. Then the data obtained was analyzed using dependent sample t test analysis. Before the data is processed using this analysis technique, a requirement test is first carried out, namely normality using the Lilliefors test with a significance level of $\alpha = 0.05$.

RESULTS

Based on the results of data analysis using t-test statistics, the average pre-test score was 6.16 and post-test was 8.28. More details can be seen in the following table:

Table I. Data description

Name	Pre Test	Posttest
Mean	6.16	8.28
Deviation	1.30	1.40
median	6	8
Max	9	11
Min	4	6

From data analysis using the t-test formula, the results showed that there was an increase in basketball dribbling skills through The Inquiry learning model

for Physical Education Study Program students is more clearly seen in the following table:

Var	Dif Means	t	df	sig. (2-tailed)
Post_Test - Pre_Test t	3,083	11.93	32	,000

The results of the analysis carried out using the t-test technique show that tcount 11.93 > t table 1.73 with α = 0.05. This shows an increase in basketball dribbling skills through the Inquiry learning model for Physical Education Study Program students. A comparison of the perceived results of each subject before and after being given the Inquiry Teaching learning model shows that there is a difference where the average score of students' Dribbling ability before being given the Inquiry Teaching learning model is 6.16 compared to the increase in the value of students' Dribbling ability after being given the treatment, namely 8. 28.

DISCUSSION

The results of this research show that the Inquiry learning model can have a significant impact on improving basketball dribbling skills, with the application of students who are used as models and material sources to make other students more quickly understand the language and movements that are exemplified (Aziz & KN, 2021; Farias et al ., 2018) . Students will feel comfortable interacting during the lecture process.

The Inquiry Teaching learning model is a learning model that places students as subjects in learning (Farias et al., 2018; Iqbal et al., 2019; Junaidi, 2018) . Students take a role in teaching their friends. In Inquiry teaching and learning activities, students will quickly understand the material given because participants will quickly understand the material being taught when it is presented by their friends. Apart from that, there are activities that can foster students' enthusiasm for participating in the learning in question. Fun Inquiry Learning is of course also expected to increase students' self-confidence and encourage high motivation during the lecture process. Thus, with the presence of a tutor in Inquiry learning, the teacher's task of delivering the material will be reduced and more focused on evaluating and analyzing the movements made by students to be explained after the lecture ends so that they can be immediately corrected at the next meeting. . (Farias et al., 2018)

CONCLUSION

From the results of this research, there is an increase in basketball dribbling skills through the Inquiry learning model for Physical Education Study Program students. The results of this research can be used as an alternative for teachers in implementing learning models according to the conditions and situations of the students

being taught. This research suggests that this inquiry learning model can also be used in other basketball techniques and even other sports prepared for students.

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