



International Seminar of
Sport Culture and Achievement

ISSCA 2014 PROCEEDINGS

*"Global Issues of Sport Science &
Sport Technology Development"*



Diterbitkan Oleh:
Fakultas Ilmu Keolahragaan
Universitas Negeri Yogyakarta





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**Fakultas Ilmu Keolahragaan
Universitas Negeri Yogyakarta**

24 April 2014

Preface

Salam Olahraga!

Praise and be grateful to the Lord, so that this proceeding can be issued. The International Seminar of Sport Culture and Achievement with "Global Issues of Sport Science & Technology Sport Development" theme is held on 23rd- 24th April 2014 at Yogyakarta State University Hotel. The seminar is conducted by Faculty of Sport Science, Yogyakarta State University.

The seminar was conducted in order to enliven the 50th anniversary of Yogyakarta State University. The Seminar aims at revealing any growing sport potentials and recent worldwide research results. There are three pillars of sport: recreational sports, physical education/ sports pedagogy, and elite sport that in common have one goal to form characters and support achievement.

Hopefully, the publication of this proceeding can bring benefits to the participants in particular and readers in general. Final words for all those who have helped this seminar, we thank you.

The seal of Universitas Negeri Yogyakarta (UNY) Faculty of Sport Science is circular. It features a central emblem with a book and a torch, surrounded by the text "KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN" at the top, "UNIVERSITAS NEGERI YOGYAKARTA" in the middle, and "FAKULTAS ILMU KEOLAHRAGAAN" at the bottom.
**Dean of Faculty of Sport Science
Yogyakarta State University,**

Drs. Rumpis Agus Sudarko, M.S.

Preface

Assalammualaikum Warrah Matullahi Wabarakatuh

The honorable speakers, Prof. Dr. Djoko Pekik Irianto, M.Kes. AIFO (Deputy of Achievement Improvement of Sport and Youth Ministry), Dr. Wayne Cotton (Australia), Dr. Jose Vicente Garcia Jimenez (Spain), Dr. Achara Soachalerm (Thailand), Dr. Lim Peng Han (Singapore), and Dr. Gunathevan A/L Elmulai (Malaysia). The distinguished guests.

First of all, on behalf of the committee of the International Seminar of Sport Culture and Achievement, let me express great thank to God Allah SWT who gives us opportunity and health, so that we can join this international seminar on sport culture and achievement. It is my pleasure to welcome you to the International Seminar of Sport Culture and Achievement in Faculty of Sport Science Yogyakarta State University.

The international seminar is in order to celebrate the 50th anniversary of Yogyakarta State University. In this opportunity, we invite five speakers from five countries; they are from Spain, Australia, Thailand, Singapore, and Malaysia. The participants of the seminar are 250 participants.

Finally, allow me to express my gratitude to all audiences, especially the honorable speakers and the distinguished guests for paying attention to this seminar. I hope that the seminar will run well and be successful.

Thank you very much.

Wassalamualaikum Warrahmatullahi Wabarakatuh

Yogyakarta, 24th April 2014
Chairman of ISSCA,

Dr. Panggung Sutapa, M.S.



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THE UNDERSTANDING LEVEL OF TACTIC AND STRATEGY OF BASKETBALL GAME IN PJKR STUDENTS OF FIK UNY

Tri Ani Hastuti

Yogyakarta state University, Indonesia

Abstract

Besides physical, tactical, and mental factors in playing basketball, there is an understanding about tactics to be implemented appropriately while playing. This research aims to determine the level of students' understanding of tactics and strategies in basketball game of PJKR Study Program in Faculty of Sport Science Yogyakarta State University. The research is a descriptive research using survey method. The technique of the research is taken by test. The research sample uses purposive sampling of students of PJKR B 2011 FIK UNY for 42 students. The research instrument uses a test instrument. The results indicate that the instrument validity test of 25 question items, 3 items found invalid so it is 22 items taken and has a valid question reliability coefficient of 0.864. The analysis uses quantitative descriptive statistical analysis as outlined in the form percentage. The research results show that the level of PJKR B 2011 FIK UNY students' understanding of the tactics and strategies in the game of basketball are 3 students (7.14%) have the "very low" understanding, 3 students (7.14%) have "low" understanding, 4 students (9.52 %) have "medium" understanding, 14 students (33.33 %) have "high" understanding, and 18 people (42.86 %) have "very high" understanding.

Keywords: understanding, tactic, strategy, basketball

INTRODUCTION

Sports game of basketball is a sport that involves all fitness movement; a good player would require good physical, technical, tactical and also mental. Applied learning methods should also enable learners actively involvement and participatory. By applying this method, the students are expected to have the freedom to develop all the power of intelligence to understand critically. Similarly, an evaluation is given to the evaluation process and no longer evaluation model that makes the students feel dictated and have to memorize something without an opportunity to provide their opinions and arguments.

The process of learning game of basketball in PJKR course refers to the applicable curriculum, the content or the content material should really be selected and adapted to the progress of science and the needs of stakeholders that are always dynamic. Nevertheless, the process of learning the game of basketball are faced with problems in implementation so that it will hinder the achievement of the course goals. On the other hand, weaknesses and constraints in the implementation of a curriculum rooted in different perceptions between components executing, as well as the diversity of ability in translating curriculum into operational form of learning. By presenting learning material that can not be separated from each other, then it is expected to form an integral personality learners who lives in harmony with its surroundings.

Understanding has a very important meaning in every execution of a task or job. Knowledge will not be meaningful in the application if it is not supported by an understanding of the knowledge itself. It is similar with an understanding that will have no meaning or achieved if there is no previous existing knowledge. Based on Kamus Besar Bahasa Indonesia (2001: 811), understanding means process, way, how to understand or to give understanding. Anas Sudijono (2007: 50) adds, understanding is the ability of someone to understand and comprehend something after it is known and remembered.

Understanding according to Anderson and Krart cited by Pujiarto Wahl (2006: 21) is to translate, describe, interpret, simplify, and make calculations, in other words, educators can explain the new idea or concept. To understand is an ability that is more than just know. According to Wahyu Baskoro (2005: 235) cited by Pujiarto (2006: 22) understanding is a process of creating ways how to understand or implant and to give comprehension. Giving understanding is fixing the good things so other people can understand, comprehend, and implant understanding.

Atmojo Noto (1993: 141) says that to know is first stage before coming to the next stage:

- a. Know, defined as the ability to remember the material they have learned.
- b. Comprehension or comprehend, defined as an ability to explain properly about the objects that are known and can correctly interpret the material.
- c. Applications, defined as the ability to use materials that have been studied on the actual situation or condition.
- d. Analysis, interpreted as the ability to describe a material or an object into components but still in an organizational structure, and still has something to do with each other.
- e. Synthesis, meant an ability to devise new formulations of old formations.
- f. Evaluation, interpreted as the ability to justify or assessment of a material or object.

Based on the description above it can be concluded that after the process of understanding, someone is expected to comprehend about something that has been learned or known. In this research understanding is interpreted as ability to explain something that has been studied previously and can interpret correctly.

The game of basketball is a team game that uses a big ball. The ball size 7 for men and size 6 for women both in adolescent and adult categories. Basketball is played by two teams in the field facing each other with each team consists of five players. The goal of playing this game is to put the ball into the opponent's basket as much as possible and try to defend themselves from opponent's attack. The characteristics of this game is to play the ball by using the whole body.

Hal Wissel (1996: 2) says that basketball is a game played by two teams with five persons per team in order to get the point (score) by inserting the ball into the opponent's basket and prevent their opponent doing the same. They can play the ball by passing, dribble, shoot and rebound. Based on PERBASI (2010: 1) definition of basketball is a game played by two (2) teams, each consisting of five (5) players. The goal of each team is to score a basket opponent and trying to prevent the opponent scored. The match is led by the referee, the desk clerk and the commissioner, if present. Based on the definition above, it can be concluded that basketball is a game between two teams, each team consisting of 5 persons with goal to score as much as possible and trying to block your opponent to score at a specified time.

To win the game it is needed sportive way, because sometimes a team has the physical and technical superiority, but not how to implement it so they will be defeated, this is called tactic (Djoko Pekik Irianto, 2002: 90). Based on Kamus Besar Bahasa Indonesia, tactic is a systemic plan or action to achieve the goal.

Tactic is an activity that is based on human reason or human psyche. It can also be called as strategy. Problem of tactic should be solved by a team as a whole and by each individual player. The success of each player to solve the tactics problem will help to the success of tactical situation.

Based on some definitions above, it can be concluded that tactic is a way to win the game in sportive way based on capabilities of his team and opponents faced. Tactic is a strategy or idea on how to apply the techniques that have been mastered in playing to attack the opponent for the win, or in other words, tactic is a way used to penetrate the opponent's defense based on the ability he has. In applying tactic needs requirements such as physical condition, technical ability, mental stability, and intelligence of the player. The tactic applied when the game is played.

In doing or using tactic that will be taken to face an opponent in a game, players and coaches should consider the following factors:

1. The ability to think of a player or team
2. The ability of the team: physical health, skills, mental, maturity and experience to compete.
3. Strengths and weaknesses of the opponent.
4. Game situation (referees, officials, spectators, tools, facilities, grounds, weather patterns and game systems, rules, where the game etc.).
5. Tactic that ever applied to similar situations.
6. Non-technical conditions (opponent tactic, terror / psychological opponent or spectator)

According to Djokok Pekik Irianto (2002: 94) there are four stages of how to do the tactic, namely :

1. Stage perception (Perception)

Perception is result of observation when the match is playing. Perception expands opponent's concentration of observations and other acts that related to the position of teammate. Concentration is very necessary at this stage, because before taking action an athlete must observe the performance of the opponent and environmental conditions.

2. Phase Analysis (Analysis)

Analysis is done on the situation movements obtained from observations on the perception stage. Correct analysis is a successful solution toward implementation of the right tactic task.

It depends on the power of thinking, mental processes, so an athlete is required to have sufficient intelligence. For a short time he has to be able to analyze situations and solve problems in the game soon.

3. Phase completion mentally (Mental Solution)

This stage is carried out by observation and analysis of the situation of the match. The goal of mental solution is to find the most efficient way taken by consideration of any risk happens.

4. Completion motoric phase (Motor Solution)

Solving it is the final step of the motoric phases tactic, the success of this stage is determined by the skill of the athlete. If the athlete fails in this stage, he should

immediately conduct an evaluation to the next stage of tactic in other situations. Stages tactic are done in a very short time and the changing circumstances so the playing experience factors will determine the success of choosing tactic. It is possible for the player having physically and techniques weaknesses, but can win the game because he is able to apply the best tactic.

Strategy is an accurate plan regarding activities to achieve specific goal. Strategy is done before the game starts. Strategy is a way or idea that used just before the game started to look for wins in a sportive way (Djoko Pekik , 2002: 90). Roji (2012 : 6) says that strategy is a way or idea used or prepared before the game and it is a plan that used to face a game .

Strategy and tactic are arguably the two things complement each other and can not be separated from each other. As an illustration in a basketball game, the coach instructs his strategy to win the team's defense strategy with tactic he uses by keeping an opponent with a man to man full court press with a pattern of 1 to 1 , then blocking tactic are done by every attacker and other tactic that support the strategy of attack. It means that a strategy must be aligned with the tactic used in achieving a goal of wining the team and vice versa, because if the strategy and tactic can not be aligned, goals expected will be very difficult to achieve .

Precision in applying tactic and strategy will determine the success of a team in a match, so it needs to be prepared carefully, sometimes a coach trying to "peek" game potential opponent before the match. Djoko Pekik Irianto (2009: 91) distinguishes between tactic and strategy as follows:

Table 1. Differences of Tactic and Strategy

Tactic	Strategy
1. Done when playing	1. Done before the match
2. Role of player is more dominant	2. The role of coach is more dominant
3. Activity form:	3. Observations the power of potential opponent
a. Effectively solving strategy according to the situation	4. Activity form:
b. See, decided to act quickly	a. Observations opponents' weaknesses and strengths
c. Tactics is sometimes incompatible with strategy prepared	b. Exercise effectively and efficiently to establish a pattern and playing system.
	c. Adaptation to the environment
	d. Problem solving based on prediction.

RESEARCH METHOD

This research is descriptive quantitative research, a research that has met the scientific principles that concrete/empirical, objective, measurable, rational and systematic (Sugiyono 2006:13). The objective of this research is to assess or measure the students' understanding of tactic or strategy in playing basketball. The method used in this research is a survey instrument to use in retrieving the data from the test sample.

The population of the research are PJKR FIK UNY students who took the course in semester 2 basketball game. The samples are PJKR B students class of 2011, amounting to 42 who are taken using purposive sampling approach in the implementation of the course using the tactic and physical education. This research uses

a test instrument. The results indicate that the instrument validity test of 25 question items , 3 items found invalid so it remains 22 items and has a valid question reliability coefficient of 0.864 . Data analysis using descriptive quantitative statistic as outlined in the form of a percentage.

RESEARCH RESULTS AND DISCUSSION

Results of the research

This research is descriptive research, so the condition of the object will be drawn in accordance with the data obtained. Overall, the obtained maximum score = 22; minimum score = 0; mean = 15.05; standard deviation = 5.15; median = 16.00; and modus = 16.00. Based on the calculation above, the frequency categories distribution of students' understanding of the tactic and strategies PJKR B 2011 UNY in the game of basketball can be seen in Table 1.

Table 1. Frequency Category Distribution of Students' Understanding of Tactic and Strategy in 2011 UNY in PJKR B Basketball Game

NO	INTERVAL SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	>16.50	Very High	18	42.86%
2	12.84-16.50	High	14	33.33%
3	9.18-12.83	Medium	4	9.52%
4	5.51-9.17	Low	3	7.14%
5	≤5.50	Very Low	3	7.14%
Total			42	100.00%

Based on the table above, the understanding of tactic and strategy of UNY 2011 FIK PJKR B students in the game of basketball: 3 students (7.14%) are very low, 3 students (7.14%) are low, 4 students (9.52%) are medium, 14 students (33.33%) are high, and 18 students (42.86%) are very high. When illustrated in a bar chart, as follows:

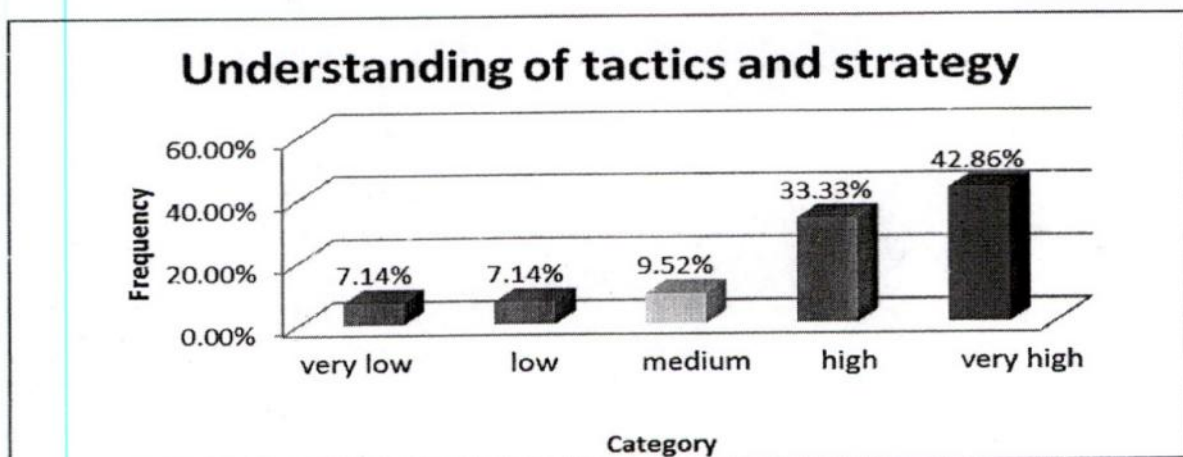


Figure 1. Bar Chart Understanding of Tactic and Strategy of UNY PJKR B Students in Playing Basketball

Tactic Factors

In this research, factors tactic consisted of 7 items question. The results of the research derive maximum score = 7; minimum score = 0; mean = 5.74; standard deviation = 1.70; median = 6.00; and modus = 7.00. Based on calculation above, the frequency distribution of understanding based on factors tactic can be seen in Table 2.

Table 2. Frequency Distribution of Understanding based on Tactic Factor

NO	INTERVAL SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	>5.25	Very High	31	73.81%
2	4.09-5.25	High	3	7.14%
3	2.93-4.08	Medium	4	9.52%
4	1.76-2.92	Low	3	7.14%
5	≤1.75	Very Low	1	2.38%
Total			42	100.00%

Based on the table above, it is obtained understanding based on tactic factor: 1 student (2.38%) is "very low", 3 students (7.14%) are "low", 4 students (9.52%) are "medium", 3 students (7.14%) are "high", and 31 students (73.81%) are "very high". When depicted in a bar chart as follows:

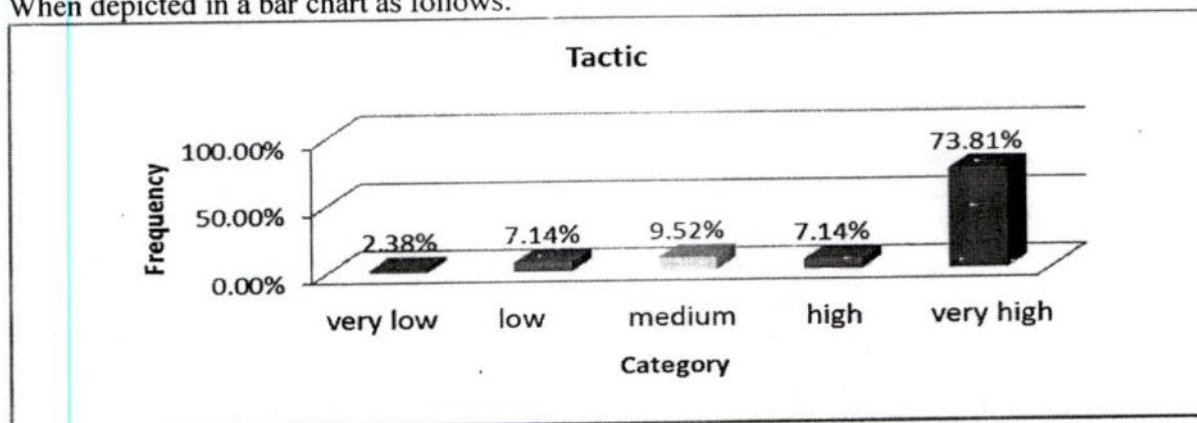


Figure 2. Bar chart of Understanding based on Tactic Factor

Strategy Factor

In this research, factors strategy consists of 4 question items. The result derives maximum score = 4; minimum score = 0; mean = 2.76; standard deviation = 1.34; median = 3.00; and modus = 4.00. By calculation above, the frequency distribution based understanding of the strategy factors can be seen in Table 3.

Table 3. Frequency Distribution of Understanding based on Strategy Factor

NO	INTERVAL SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	>3.00	Very High	18	42.86%
2	2.34-3.00	High	8	19.05%
3	1.68-2.33	Medium	7	16.67%
4	1.01-1.67	Low	0	0.00%
5	≤1.00	Very Low	9	21.43%
Total			42	100.00%

Based on the table above, it is found factor strategy understanding which are 9 students (21.43%) are very low, 0 students (0%) is low, 7 students (16.67%) are medium, 8 students (19.05%) are high, and 18 students (42.86%) are high. When depicted in a bar chart, as follows:

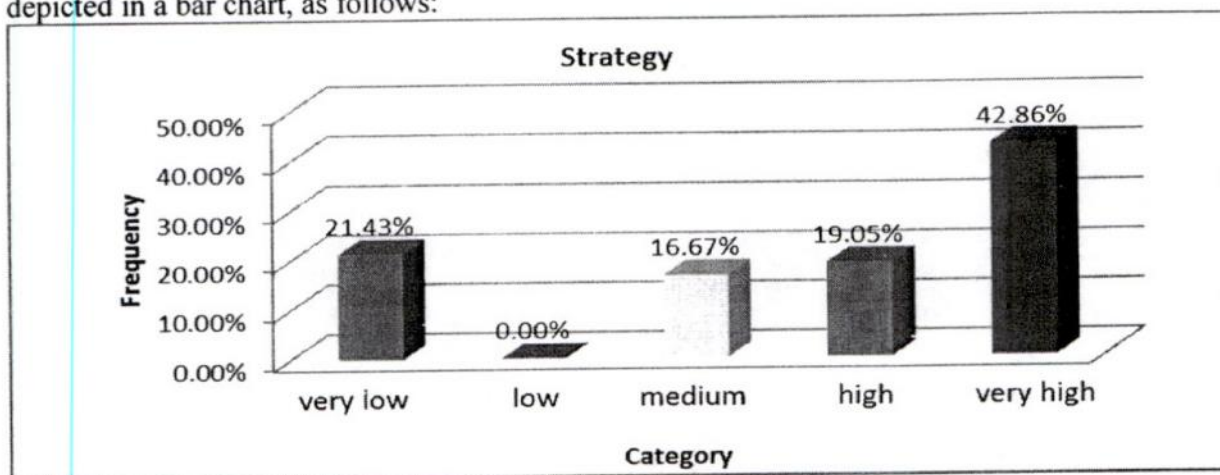


Figure 3. Bar Chart Understanding based on Strategy Factors

Differences Tactic and Strategy Factors

The results of the research derive maximum score = 4; minimum value = 0; mean = 2.36; standard deviation = 1.38; median = 2.00; and modus = 4.00. Based on these calculations, the frequency distribution of the difference factor understanding of tactics and strategy can be seen in Table 4

Table 4. Frequency Distribution Understanding based on Differences of Tactics and Strategy Factors

NO	INTERVAL SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	>3.00	Very High	13	30.95%
2	2.34-3.00	High	7	16.67%
3	1.68-2.33	Medium	7	16.67%
4	1.01-1.67	Low	0	0.00%
5	≤1	Very Low	15	35.71%
Total			42	100.00%

Based on the table above, PJKR B UNY 2011 students' understanding of basketball game based on differences factors tactics and strategy as follows: 15 students (35.71%) are very low, 0 students (0%) is low, 7 students (16.67%) are medium, 7 students (16.67%) are high, and 13 students (30.95%) are very high. When depicted in a bar chart as follows:

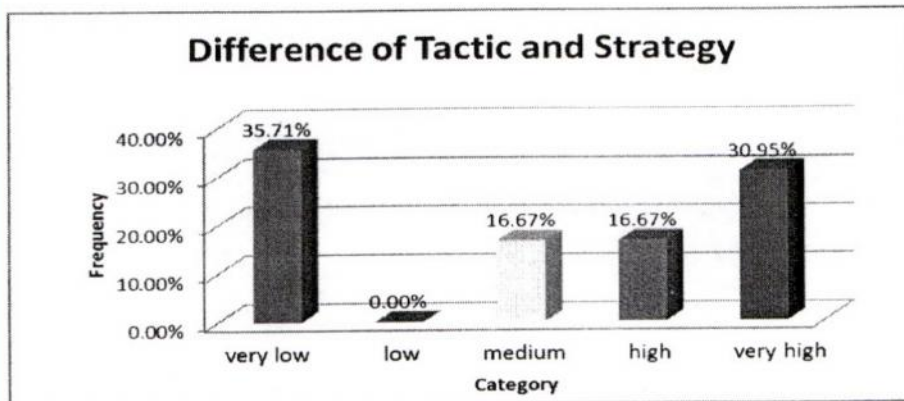


Figure 4 . Bar Chart Understanding based on Difference of Tactic and Strategy Factor

Usage Factor of Tactic and Strategy

The results of the research derive maximum score = 7 ; minimum score = 0 ; mean = 4.19 ; standard deviation = 1.98 ; median = 4.00 ; and modus = 4.00 . Based on calculation above, the frequency distribution of understanding by the usage of tactic and strategy factors can be seen in Table 5 bellow.

Table 5 . Frequency Distribution of Understanding based on Usage Tactic and Strategy Factor

NO	INTERVAL SCORE	CATEGORY	FREQUENCY	PERCENTAGE
1	>5.25	Very High	12	28.57%
2	4.09-5.25	High	8	19.05%
3	2.93-4.08	Medium	13	30.95%
4	1.76-2.92	Low	5	11.90%
5	≤1.75	Very Low	4	9.52%
Total			42	100.00%

Based on the table above, it found understanding of the tactic and strategy of PJKR 2011 FIK UNY B students in basketball game based on usage of tactic and strategy factor as follows: 4 students (9.52 %) are very low ,5 students (11.90 %) are low ,13 students (30.95 %) are medium , 8 students (19.05 %) are high , and 12 students (28.57 %) are very high. When depicted in a bar chart , as follows:

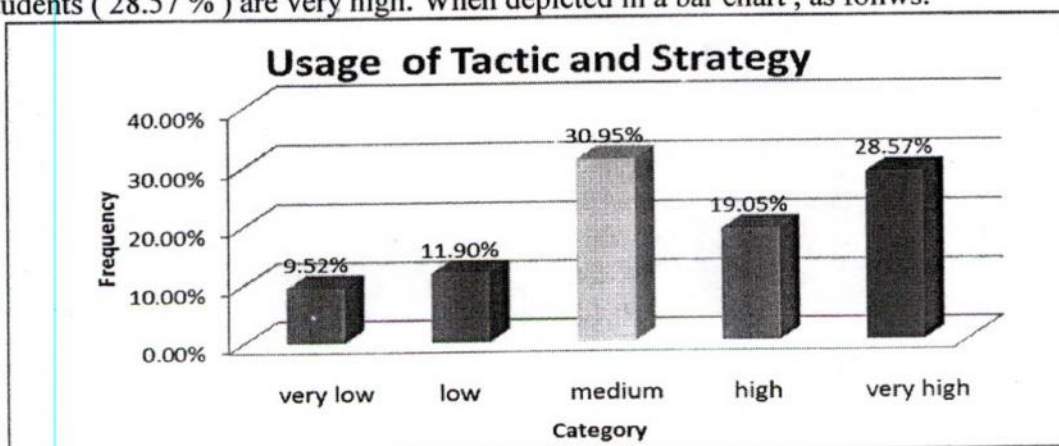


Figure 5 . Bar Chart Understanding based on Usage Tactic and Strategy Factor

Discussion

Based on the results of the research, it shows that the level of PJKR B 2011 FIK UNY students' understanding of the tactics and strategies in basketball game is very high. In detail, it found that 3 students (7.14%) are very low, 4 students (7.14%) are low, 4 students (9.52 %) are medium, 14 students (33.33 %) are high, and 18 students (42.86 %) are very high. Having examined from each of these factors, it gained very high category on the factor of tactics and strategy. While the differences in tactics and strategy factors obtained very low category, and the usage of tactic and strategy factors obtained medium category. Based on this finding, it seems clearly that the PJKR B 2011 FIK UNY students' understanding in the game of basketball in the factor of tactic and strategy is the highest, while the lowest factor is the factor difference in tactics and strategy.

On tactics and strategy differences factors, obtained very low category, this means that plenty of PJKR B FIK UNY 2011 students are not yet or can not clearly distinguish what tactics and strategies are. This case means that the UNY 2011 FIK PJKR B students' understanding of the differences between tactics and strategies is not exactly lies on the difference of it and when to use. Thus, the duty of teacher or instructor (lecturer) so that students can know and understand what exactly about tactic and strategy, what the differences, why should understand the tactics and strategies and when to use.

It is influenced by some factors, in learning basketball game that applied to the students of PJKR B 2011 has been tried with a more tactical approach that has been conditioned in training students in small groups or when playing is actually confronted with the actual situation. In this case the student is faced to overcome the problems that arise in the field. Consequently expected to have critical thinking skills because they have to immediately make decisions that are not predictable. Besides, this research has been conditioned from the beginning as a blend shape approach tactics and models of sport education, so that students learn to be responsible both to the task on themselves and the team. Based on this case, it gives motivation for the students to gain a better understanding of the tactics and strategies in basketball game. In addition it is very possible because the factors of the students concerned, as fact, in class B PJKR 2011 there are some students who are talented in the game of basketball. This can be proved there are some students who have entered the selection of UKM Basketball UNY, moreover there are some students who enter the UNY main team. They also already have a license and train in some areas.

CONCLUSION

Based on the results of the research, it can be concluded that the level of understanding of PJKR B 2011 UNY students about tactics and strategies in basketball game is "very high". In detail, there are 3 students (7.14%) have an understanding "very low", 4 students (7.14%) have understanding of "low", 4 students (9.52%) have understanding "medium", 14 students (33.33%) have understanding of "high", and 18 students (42.86%) have understanding "very high".

Based on these results, the implications of this research are as follows: to review the course syllabus of basketball game theory learned in the class and practical in the field can complement each other and sync, add lecture material with studies of both national and international matches as well as the implementation of the game of basketball off-campus.

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