



BASKETBAL AS AN ALTERNATIVE METHOD TO LEARN SOCIAL COMPETENCE

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Abstrak

Bolabasket adalah olahraga yang cukup populer di Indonesia. Beberapa sekolah mengakomodir minat dan bakat peserta didik dalam bolabasket dengan kegiatan ekstrakurikuler. Seperti olahraga lainnya, bolabasket memiliki nilai positif yang dapat dipelajari. Sejalan dengan kompetensi sosial yang ditetapkan oleh menteri pendidikan dan kebudayaan, bolabasket dapat digunakan untuk mencapai kompetensi tersebut. Dalam penelitian ini melibatkan 339 subjek penelitian dari berbagai latar belakang. Individu yang terlibat dalam penelitian ini memiliki pengalaman dalam bolabasket sebagai siswa, atlet, guru, pelatih, orang tua dan supporter. Tujuan dari penelitian ini adalah untuk mengetahui apakah bolabasket memiliki potensi untuk membantu siswa dalam mencapai kompetensi sosial. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif dan kuantitatif. Hasil dari penelitian secara statistik menunjukkan, bolabasket memiliki korelasi yang kuat dengan kompetensi sosial, dimana berdasarkan studi literature menunjukkan juga bahwa karakteristik bolabasket dapat mendukung pencapaian kompetensi sosial.

Abstract

Basketball is a sport that is quite popular in Indonesia. Many schools accommodate the interests and talents of student at basketball in extracurricular activities. Like other sports, basketball has positive values that can be learned. In line with the social competencies established by the Ministry of Education and Culture, Basketball can be used to help achieve these competencies. This study involved 339 individuals from various backgrounds. Individuals that involved in research have experience in basketball as students, athletes, teachers, coaches, parent athletes, and supporters. The purpose of this study is to find out whether basketball has the potential to help students achieve social competence. The approach used in this research is qualitative and quantitative. The results of the research show that statistically, basketball has a strong correlation with social competence, whereas from theoretical studies the characteristics of basketball can support the achievement of social competence.

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INTRODUCTION

Sports have not always been managed to specifically prioritize health, evidence of the contribution of sport to health has not been consistent to date (Edwards & Rowe, 2019). Apart from sports health, it can also be used as a means to educate. Education is not always about academic aspect, it can be a social aspect that can lead student to improve their skill to adapt with their life environment. There is a general opinion that social and moral values have an essential role in sports among children and adolescents (Elosua-oliden, 2017). Social competence is an important aspect that must be possessed by an individual. Matters relating to social skills should be learned to start early and as routinely as possible. Social skills can help people to live their daily lives well. Schools, as one of the providers of education, also facilitate students with learning related to social competence. Education is a conscious and planned effort to develop students' abilities to become fully educated human beings both cognitive, affective, and psychomotor (Menteri Pendidikan dan Kebudayaan, 2003; Ramdhani, 2014; Sudarsana, 2017). The primary and secondary education system in Indonesia sets four competencies that must be achieved. The core competencies are spiritual, social, knowledge and skills (Menteri Pendidikan dan Kebudayaan, 2016).

Generally, schools, as providers of formal education, provide facilities for students who have interests and talents in certain fields. Students who have interests and talents, both in sports and non-sports, are directed to participate in appropriate extracurricular activities. Extracurricular activities are one means of developing the potential, talents, interests, abilities, personalities, cooperation, and independence of learners optimally to support the achievement of national education goals (Hardianus, 2014; Menteri Pendidikan dan Kebudayaan, 2014).

Sport is not only a physical activity but also as a means of forming the characters who participate in it (Maksum, 2005). The sport element is found in physical education subjects. Involvement in sports and physical education has a positive impact because it is loaded with character values that can be used to form humans fully (Manik, 2016; Whitehead, Telfer, & Lambert, 2013; Winarni, 2011). Basketball, which is a physical education material, has positive values that can be learned.

Basketball is one of the most popular sport and activities used (Svensson, Andersson, Mahoney, & Ha, 2019). Basketball, as a sport, in schools is based on the positive development of young people which leads to gender equality, the formation of peaceful attitudes, the ease of socializing, and the development of young people themselves (Kang & Svensson, 2019; Olushola, Jones, Dixon, & Green, 2013). Values contained in basketball are communication, confidence, hard work and discipline, leadership responsibility, cooperation, honesty in playing, respecting friends and opponents, accepting defeat with grace, congratulating the winner, being fair play in play (Aditia, 2015; Carey, Showalter, Kelller, & Neff, 2010)). Based on the competencies that must be achieved by students and the expected role in extracurricular activities in national education, basketball as one of the extracurricular activities has the potential to be able to help achieve competence in the field of social attitudes.

METHOD

Since this research accommodate both of numeric and narrative form of data, the approach used in research is quantitative and qualitative. The use of both approaches uses a sequential explanatory design (Maksum, 2018; Sugiyono, 2017). The data obtained were analyzed statistically and strengthened by the study of the literature.

The results of the two approaches will be thoroughly analyzed. A total of 363 individuals gave responses to the questionnaire and only responses from 339 individuals were used in the study. Not all data provided by respondents can be further analyzed because the data provided is not complete or does not answer all the questions in the questionnaire. The questionnaire is distributed through electronic media randomly.

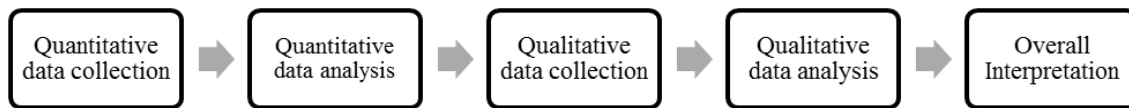


Figure 1. Sequential Explanatory Design Plot

Quantitative data analysis

At this stage, the data were analyzed statistically using SPSS version 25. This data analysis use to check the validity and reliability of the questionnaire, furthermore the correlation between basketball experience and the social aspect also checked with SPSS.

The validity and reliability of the questionnaire were analyzed using Pearson Correlation and Cronbach's Alpha. As for the normality test using the Kolmogorov Smirnov test. In connection with the results of the normality test which shows that the data do not have a normal distribution, the correlation test uses non-parametric statistics, the Spearman method.

Qualitative data analysis

Correlation test results that show the relationship between basketball games with social skills competencies are strengthened with theoretical studies. The theoretical study is taken from the literature, official rules of basketball, additional regulations by the competition organizers, and research journals that lead to character building. This data analysis provide narrative description that support the result of correlation analysis.

FINDINGS AND DISCUSSION

A total of 339 respondents gave complete answers in this study. The age distribution of respondents showed as many as $n = 7$ (2.1%) aged <13 years, $n = 44$ (13%) aged 13-15 years, $n = 61$ (18%) aged 16-18 years, $n = 54$ (15, 9%) aged 19-22 years, and $n = 173$ (51%) aged > 22 years. In the case of basketball-related experience, it was shown that as many as $n = 2$ (0.6%) had <1 year experience, $n = 64$ (18.9%) had 1-3 years experience, and $n = 273$ (80.5%) had experience > 3 years. Basketball experience in this study is not only limited as an active player, but also athletes parents, teacher and supporters.

The results of testing the validity and reliability of the questionnaire showed that the questionnaire used was valid and reliable. The validity of the questionnaire was measured using Pearson Correlation, while the reliability of the questionnaire was measured using Cronbach's Alpha. The Pearson Correlation test results show that the r count is greater than the r table (0.106), while the Cronbach's Alpha test results indicate that 8 question items have values > 0.60.

Table 1. Questionnaire's Validity and Reliability

Items	Validity (Pearson Correlation)	Reliability (Cronbach's Alpha)
Basketball Experience	,893	,920
Honesty	,664	,928
Discipline	,699	,926
Politeness	,788	,923
Confidence	,711	,926
Concern	,789	,923
Collaboration	,675	,927
Responsibility	,783	,924

Data normality test results using the Kolmogorov Smirnov test indicate the data do not have a normal distribution. The Kolmogorov Smirnov test results indicate all items <0.05. Then the correlation test uses non-parametric statistical methods. This step should be taken because of the condition and rule of statistical analysis.

Table 2. Normality Test

Items	Validity (Pearson Correlation)	Reliability (Cronbach's Alpha)
Basketball Experience	,893	,920
Honesty	,664	,928
Discipline	,699	,926
Politeness	,788	,923
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Collaboration	,675	,927
Responsibility	,783	,924

Based on statistical analysis Spearman correlation shows that there is a positive correlation between basketball experience with social competence and skills. It means that basketball experience can growth the social competence for the student that involved in basketball. The complete results of statistical analysis can be seen in Table 3. The table will show how far the correlation of basketball experience.

Table 3 Correlation Test

Correlation Between:	Spearman's Correlation Result	Category
Basketball Experience	Honesty	Moderate
	Discipline	Strong
	Politeness	Strong
	Confidence	Strong
	Concern	Strong
	Collaboration	Strong
	Responsibility	Strong

The theoretical results of the study on basketball are there are a number of things that help students to achieve social attitudes and skills competencies. Here are some of the things contained in basketball results from theoretical studies (Barth & Boesing, 2009; Carey et al., 2010; DBL, 2019; FIBA, 2018; McGee & American Sport Education Program, 2007) namely, basketball are a team sport and fast game, special preparation is needed, regular scheduled practice, complete game rules, additional rules from organizer that give positive impact, players need to understand a lot of offense defense patterns and creatively combine the basic technique to make scores, almost all activities during the game are limited by time and communication, when practicing and competing, is also very important to coordinate.

Past research showed sports, including basketball, is an activity that can be used to conduct moral education because students involved in it can practice directly (Maksum, 2009; Surahni, 2017). The characteristics of basketball obtained from the results of theoretical studies show that basketball can be used as a means to assist students in achieving social attitude competencies. Those characteristics can be a perfect scenario for establishing interpersonal relationships and learning values, which, as consolidate, are reflected in social behaviors such as solidarity, cooperation and teamwork, positive influence of engagement with participation is derived from social experiences (Elosua-oliden, 2017). The following is a thorough research discussion:

Honest

Physical activity or sport has a better chance to increase honesty because participants are demanded to be honest in games (Wardana, Priambodo, & Pramono, 2020). Every basketball competition, especially students, organizers always carry out a clarification process to prove that the players who will play are really concerned. The strict regulation and consistent implementation of the rules prevented the participants/teams who registered from the team from the fraud or manipulation of team members' data. The regulation directly accustoms the participants/teams to act honestly.

Discipline

Environment is a factor that affect discipline, one of which includes the environment is a social environment (Arywibowo & Priambodo, 2017). The environment in the club/extracurricular activities is an environment that is arranged so that the training process can run smoothly. A routine and time-consuming training schedule accustoms students involved in discipline and to be able to manage time. It can be imagined if students are late to come to practice and do things that are not important after the exercise is finished. Arriving late results in reduced time for practice or lags behind a little or a lot of the material trained on that day. As students, trainees should return home immediately to prepare themselves for tomorrow's learning, rather than doing activities that are not useful. In addition to the problem of coming and going home during practice, discipline in hours of sleep must also be done so that the physical condition can be maintained properly. In the match, discipline is also taught through special rules governing the jersey of the match. The regulation states that in addition to the jersey itself, the color of the socks and accessories allowed to be used must be the same for one team. This can familiarize participants with extracurricular / club activities to be disciplined.

Polite

Sports, including basketball, can be used to educate the character of children where one of them is politeness (Yuliawan, 2016). Manners must be upheld by the participants of extracurricular/club activities both during training and competing. Participants in extracurricular/club activities must be polite when communicating with teammates and coaching staff during the exercise. When in a match against the matching device on duty also must be polite. Special rules are governing the players' behavior during a match, the rules are called technical fouls. A technical foul can be given to players if they do not respect the referee's decision, communicate rudely to the match, use language or show rude signals to the audience and try to provoke an opponent. The atmosphere of the training and the match that has been arranged can get the participants/club activities to be polite.

Confidence

Increased confidence can be obtained through involvement in practicing a sport (Wicaksono, 2009). Intense communication with practice partners who are from other classes or seniors in extracurricular activities and other schools at club practice can expand trainees' social networks. The number of friends you get will increase your confidence. Confidence can also be obtained when successfully entering the core team of a school or club and competing in a competition. Sports requires sports players to have confidence in being able to excel (Mirhan & Jusuf, 2016). Following the competition routinely will hone the confidence of participants in extracurricular / club activities.

Care

Involvement in sports shows that sport actors in it have a low anti-social nature and tend to have high social care (Rees, Howell, & Miracle, 1990). Basketball is a sport that requires teamwork. Cooperation will not work well if it is not based on caring for teammates. Concern for teammates will foster good relationship chemistry between team members. Problems with the team can be resolved if there is concern among the members. Normally caring for team problems or teammates' problems will accustom the extracurricular / club participants to care about the environment.

To be responsible

Responsibility which is one of the positif value, can be obtained through play in sport or physical education (Utama, 2011). Each team member must be responsible for coming to practice regularly. Furthermore, during extracurricular exercises at schools or small clubs, participants are usually responsible for preparing and returning equipment used for training. At the time of the match, players must also be responsible for the goods that they bring themselves. The habit of being responsible both during training and competition will foster a sense of responsibility for extra-curricular / club activity participants.

CONCLUSION

Achieving social competence through basketball is not impossible. Statistical studies show that there is a relationship between basketball experience and social competence. Theoretical discussion is strengthened that the basketball game has the potential to help achieve social competence. Physical education coaches or teachers must have character, not only able to teach but also able to instill positive values that can be learned from basketball (Hidayatullah, 2015).

The school does not only give support in providing basketball facility. Sports facilities influence on sport participation may, therefore, be varied and not necessarily have a positive impact on sport participation or its associated outcomes for users (Kumar, Elisavet, & Hodgkinson, 2018). Without the role of a coach and physical education teacher the process of self-improvement cannot run optimally. A person who is able to provide, educate, direct, guide and evaluate during the process of planting positive values is needed for participants in extracurricular/club activities (Sulaiman, 2014; UU Republik Indonesia, 2005).

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