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Rethinking the Implementation of Part, Whole and Imagery Learning Methods: Comparison Analysis in Basketball Games

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Abstract: This study aimed to describe the comparison analysis of part, whole, and imagery learning method in basketball games. The whole section method is generally used by an educator to teach a form of movement skills that is quite difficult or complex. This method is very helpful for Physical Education Sports and Health (PJOK) teachers in carrying out teaching and learning processes specially to help students who have difficulty learning a series of movements that are just known and have a high degree of difficulty. To anticipate the complexity and diversity of the movements, it is necessary to make a kind of simplification in advance of the movements to be learned into parts so that they are easily understood and learned by students. This approach will be good (effective) if the parts per part of the movement studied are understood or mastered first then combined into a whole movement, but on the contrary it becomes ineffective if students directly learn the movement in a whole direction. The overall learning method is a form of learning skills that are carried out in full from the skills learned, this is the opposite of the parts-by-part method because in this learning method physical education educators from the beginning of the students have been directed to carry out the desired motion activities and generally the motion activities this is easy for students to do. This study used 37 students, the findings of the research conducted were that predicting the future using the method of imagination is highly dependent on student abilities and characteristics of motor skills.

Keywords: Part learning method; whole learning model; imagery learning model

1. Introduction

Promoting sports and persuading people to do sports are two of the basic capital that is powerful enough to promote sports in this beloved country, the more people who do sports activities, the more talented sportsmen who emerge. As it is known that in addition to training factors and a good competition climate, the success of a country (Sporting success) in achieving sporting achievements at the international level is highly dependent on the quantity and quality of the best athletes possessed. In examining the success of several countries that have the power of sports supremacy at the international level, it turns out that these countries have a relatively similar pattern of sports development, which is trying to move the community to exercise actively so that sport is a necessity of life for the community and this starts from recreational sports and sports education conducted at school.

Australia for example, as one of the most successful countries in the field of sports, includes sports in policies made by the government (National Sports Policy). Because this country sees that physical education is an appropriate place for laying out the basic motion patterns of sports so that it is expected that the talents of achievement athletes and physical education are also believed to be one way to popularize sports and exercise the community, as said by Ausgov [1] that the existence of physical education (Physical Education) in schools is one element to improve sports performance. Besides physical education which is also believed to be a way (path way) to move the community to actively exercise.

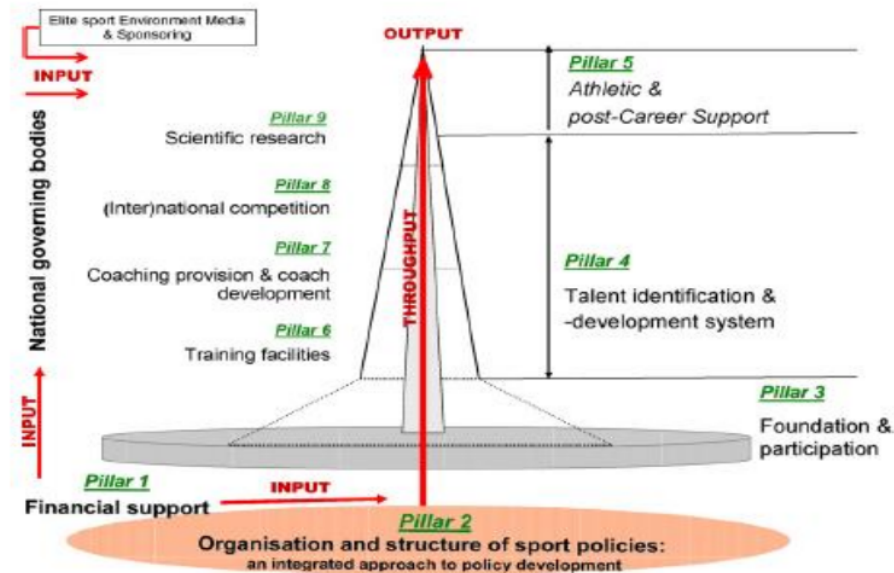


Fig.1 Organization and Structure of Sport Policies

Figure 1 is flowchart of a study conducted by De Bosscher [2] in his scientific journal on Sports Management regarding the factors that support the success of a country in the field of sports. From the picture above, it seems clear that there are 9 (nine) levels or special pillars that must be possessed by a country if you want to increase the achievements of the sports field to achieve international achievements. From these nine pillars De Bosscher [2] said that Physical Education is one component of the Foundation and Participation, as described in the picture. Thus, it is not wrong if the existence of Physical Education is very important, so that it is expected to be a basic pillar (Foundation) in the composition of sports policies and as a means to increase community participation in sports, especially for students.

In several theories related to physical sports, it is said that sports or physical activities in physical education have several advantages, among them it is said that the existence of Physical Education is considered as a way to improve academic abilities [3], it is also said that Physical Education can change the lifestyle of students [4], besides that Physical Education can change the personality of students [5], and no less important is said that physical education if managed properly can also contribute to efforts to improve the sports achievements of a country [2].

Physical activities in sports education carried out in the teaching and learning process of Physical Education Sports and Health or *Pendidikan Jasmani Olahraga dan Kesehatan* (PJOK), besides being designed to be able to channel and bring forth noble values in life (Value of sport), this activity is also expected to bring up talents or athletes who excel in the future. These opportunities must be captured and acted upon by the government and the private sector by creating or holding performance sports competitions that use school students to be the subject of participants, thus the existence of sports activities carried out in PJOK can also be designed to improve student sports achievements.

The existence of sports competitions involving educational units, can help build and develop a basic pillar in the Sport Policy for International Sporting. The more sports competitions carried out at the student level, the more students will be involved directly or indirectly in this competition activity. Thus, more talents of outstanding athletes have emerged from these student competitions. One example of basketball competition between students in the junior high school or *Sekolah Menengah Pertama* (SMP) and high school or *Sekolah Menengah Atas* (SMA) is quite well known and the biggest in Indonesia such as Developmental Basketball League (DBL). The existence of this competition is proven to increase extraordinary motivation for students to

play basketball (exercise).

As it is known that in this basketball competition activities the involvement of students to participate in this competition schools not only prepare students as players only, but the supporting elements of the team are also prepared carefully such as preparing cheerleaders or among students better known as cheerleader, which provides support the enthusiasm was immediately off the side of the field and the resting activities between the second and third quarters of the cheerleaders were given the opportunity to showcase their abilities to entertain the audience. Not to mention the raising of outstanding supporters can be done by the school to support the school team when competing.

Researchers observed that the existence of this kind of competition, has made basketball become a popular sport among students. From the data reviewed by researchers in the 10-year period of the basketball competition among students, the participation of students in basketball, which is spread in 25 cities in Indonesia as many as 26,977 students throughout Indonesia, of course this number will continue to increase from year to year. to year. The DBL competition program is full of entertainment nuances, the concept of student athlete has been proven to make students who play basketball have to have good academic grades, because if their academic grades are poor or those who have never graduated, then they cannot participate in this competition. In addition, selected students can undergo competitions at the international level abroad and undergo training camps like an elite athlete. With the existence of such training camps, it has increasingly made the basketball game become popular among students throughout Indonesia.

Observing changes in the educational curriculum that have occurred lately, if we look at changes in the existing curriculum and see changes and developments in science and technology, the teacher as an educator must inevitably be actively seeking information to supplement the subject matter delivered in the teaching and learning process, teachers no longer only rely on the textbooks provided by the government. On the other hand, there is a significant gap between schools, because not all schools have adequate infrastructure to support the teaching and learning process. In order to make the learning process more interesting and not boring, physical education teachers must be able to create a pleasant learning atmosphere so that students become more comfortable to do the teaching and learning process of physical education. Considering that not all schools have adequate facilities, it is possible for physical education teachers to be asked to demonstrate the movements taught directly so that physical education teachers need to provide examples that are easy for students to understand.

As educators who will use the curriculum of 2013, *Fakultas Ilmu Keolahragaan (FIK) Universitas Negeri Surabaya* students especially in the Department of Sports Education must be prepared as well as possible, because if it is not feared it will experience obstacles when plunging in the community to serve as educators, because going forward in the teaching and learning process everything is done with scientific approach, as stated by the Ministry of National Education in Elements of Changes in Curriculum 2013 which says that for all levels of education "all subjects are taught with the same scientific approach through observing, asking, trying, reasoning,". means that when becoming a teacher later due to limited supporting infrastructure, there are no students involved in the teaching and learning process that can be requested or used as examples, then there is no choice for educators that they themselves must provide examples of movements in order to be observed by students so that what is to be conveyed in the teaching and learning process can be well received by students. This is the research gap we found during the field study.

Changes in government structure also have an impact on policy changes, including policies in the world of education, as is the case now, the government gives two choices for schools to use the KTSP curriculum and the 2013 curriculum, it is recommended for schools that have been running the curriculum for one year 2013 i.e. the core schools are still allowed to continue using the 2013 curriculum, while the target schools that have not used the 2013 curriculum for one year to re-use the previous curriculum, the *Education Unit Curriculum or Kurikulum Tingkat Satuan Pendidikan (KTSP)*.

Apart from the existing policies if we look closely at the 2013 curriculum implementation policies contained in the 2013 Curriculum Implementation Training Guidelines which says that; The 2013 curriculum is actually a development of the previous curriculum including the Competency Based Curriculum or *Kurikulum Berbasis Kompetensi* (KBK) and the Education Unit Level Curriculum (KTSP). The aim is to answer the challenges of change and the development of science and education in the future. Observing the diversity of teaching and

learning facilities supporting facilities in schools today, it is equally known that not all schools have adequate facilities to be able to support the teaching and learning process as mandated by the 2013 curriculum, however, because the teaching-learning process must still be carried out in conditions and any situation like this process must continue. This means that when schools do not have adequate facilities, the role of an educator aside from being a source of information and facilitators in certain situations can act as partners and as well as models in the teaching and learning process.

Students who used to be passive receiving information from teaching staff are now asked to be more active in the teaching and learning process, so that it is possible to find something new in understanding what is learned. In line with this thought pattern, Sanjaya [6] argues that learning is a very complex system, the level of success can be observed from products and processes. Because the teaching and learning process involves many parties, the success of the teaching and learning process in maturing students is not because of the teaching staff and facilities owned by the school, but rather is a collaboration between all those involved in the teaching and learning process, such as schools, teachers, participants students and facilities that support the teaching and learning process itself.

Schools have an obligation to create a comfortable atmosphere so that all those involved in the teaching and learning process feel comfortable, the teacher's role is more on "tut wuri handayani". Thus, it can be concluded that learning is how the process of learning students so that they feel comfortable and more enjoyable in doing the activities of the motion being taught. When talking about the level of success of students in teaching and learning, no longer see to what extent students master the material provided, but more importantly is how to manage the teaching-learning process carried out, so that students feel actively involved in the teaching-learning process, so it is possible in the learning process of students to obtain or discover something new through the learning process carried out. Thus, as instructors are expected not only as a source of learning or source of information, but its role is more on the process of guidance and facilitators so that students are willing and able to learn independently (student centered learning), this means that learning or learning can be done anywhere, when very much depends on the needs of the students.

To sum up, we proposed the study to rethinking the implementation of several learning models in PJOK teaching and learning, especially the part, whole and imagery learning models. We also developed a comparison analysis of the use of those learning models in basketball games when the students were exercising during the session of sports.

2. Result

As a matter of consideration and comparison, the following research has been presented as the references we found. We analyzed the comparison of each finding. Some were also using audio-visual aids as learning media.

Table 1 Previous studies on part, whole, and imagery learning methods

No	Researcher	Findings
1	I Ketut Semarayasa et al. [7] from Department of Physical Education and Health Recreation, Ganesha Singaraja University of Education.	The title was "Pengaruh Metode Pembelajaran dan Tingkat Motor Educability (ME) Terhadap Keterampilan Dasar Smash Kedek dalam Permainan Sepak Takraw di SMPN 4 Kubutambaha". Conclusions obtained from the results of this study are: 1) There is a significant difference effect between the overall practice method and the part practice method to the mastery of kedeng sepak takraw smash basic skills, where the overall overall practice method is better than the part method; 2) There is a significant

difference in the mastery of the sepak takraw smash basic skills between groups that have a high ME level and groups that have a low ME level, where groups of students who have a high ME level are better than groups of students who have a low ME level; and 3) There is an interaction effect between the learning methods and the ME level on the mastery of the sepak takraw smash basic skills. In the group of students who have a high ME level, mastery of the basic skills of playing sepak takraw the group of students who follow the overall practice method is better than the group of students who follow the section practice method. Whereas in the group of students who have a low ME level, the mastery of the basic skills of the sepak takraw smash group of students who follow the part practice method is better than the group of students who follow the overall practice method.

- 2 Umi Khalsum [8] from Universitas Negeri Yogyakarta. The title was "*Perbedaan Pengaruh Metode Pembelajaran Keseluruhan dan Bagian Terhadap kemampuan Servis Bawah Bola Voli*". The conclusions obtained from the results of this study are: 1) There is a difference in the effect of the overall learning method and the section on the ability to service under the mini volleyball in male students of class V SD Negeri Papahan 01 Tasikmadu Karanganyar in the academic year 2009/2010. (tcount 2.14 > 5% table of 2.069). The overall learning method is more effective than the section method on the ability to service under the mini volleyball in male students of class V SD Negeri Papahan 01 Tasikmadu Karanganyar in the 2009/2010 school year.

Considering the research results of the two studies presented above, a conclusion can be drawn as a differentiator and at the same time the novelty of the research that I am doing. The novelty that can be raised is the branch of sport which is a different object of research besides that for the method of learning the imagination of researchers utilizing the audio-visual media as a tool carried out in this study.

3. Discussion

Paying attention to the description above, then in implementing the teaching and learning process, teaching staff not only have to understand the material being taught, but also need to understand the learning models used so that students are more interested in following the teaching and learning process, so that the material delivered is expected to be correct can really develop students' thinking skills.

As is known in the teaching and learning process the role of teaching staff and students has changed, because now educators no longer only provide examples in front of students, but to deliver planned material can be given in the form of assignments to students to look for, then ask participants students to observe, ask questions, try, evaluate, if possible, students can find something new from the results of learning done. To be more convincing and strengthen the findings made, with the development of existing communication technology, students can build networks to share experiences with others about what has been done, so that the enrichment and depth of material received from teaching staff can further strengthen feelings confident learners.

3.1 The Part Learning Method in Playing Basketball

The whole section method is generally used by an educator to teach a form of movement skills that is quite difficult or complex. This method is very helpful for Physical Education and Sports (PJKO) teachers in carrying out teaching and learning processes specially to help students who have difficulty learning a series of movements that are just known and have a high degree of difficulty. To anticipate the complexity and diversity of the movements, it is necessary to make a kind of simplification in advance of the movements to be learned into parts so that they are easily understood and learned by students. This approach will be good (effective) if the parts per part of the movement studied are understood or mastered first then combined into a whole movement, but on the contrary, it becomes ineffective if students directly learn the movement in a whole direction.

In line with the above expression, as stated by Decaprio [9] that: "In motor learning, teachers can give examples of motor skills by dividing skills into several parts from the smallest to the whole movement." This opinion is also supported by J. G. van Merriënboer and Liesbeth Kester [10] who said that; organization, complexity and character of an interrelated skill, such as how many fragments, specifications and level of difficulty and how much time is needed to teach that skill directs a teacher to consider using a level or overall method.

From the above expression, it can be concluded that the method of this section is a form or way of learning that can be used by a physical education educator to deliver the subject matter to be studied by students, this is done by dividing or breaking down the movement skills into several desired parts starting from the simplest form of movement to the most difficult form of movement in accordance with the desired form of movement.

Thus, a physical education educator should be able to provide skills from simple movements, which can easily increase to difficult movements so that his hopes at the end of the process of the child can demonstrate it as a whole. A difficult movement skill can be mastered well, if each part is studied coherently and carried out systematically and continuously. This attempt will be conducted during the learning.

3.2 The Whole Learning Method in Playing Basketball

The overall learning method is a form of learning skills that are carried out in full from the skills learned, this is the opposite of the parts-by-part method because in this learning method physical education educators from the beginning of the students have been directed to carry out the desired motion activities and generally the motion activities this is easy for students to do. Decaprio [9] also argues that, "When giving motor skills to students, instructors must give them in full from the beginning to the end in front of students".

From the above opinion, a conclusion can be drawn that if the motion skills or basic techniques taught are simple, easy to learn and understand, the teacher can teach these movement skills as a whole so that students can fully implement the skills provided, whereas if students do mistakes, the mistakes made will be corrected and trained specifically. Thus, if we talk about the teaching and learning process of PJOK, it can be said that the overall method is one of the learning models that focuses on the integrity of the motion skills to be taught. Students are required to perform movement skills that are learned in their entirety without sorting out parts of

skills learned. However, if in certain parts students often make mistakes, the mistakes made can be taught specifically.

⁵In the teaching and learning process of PJOK, it is possible for educators to use these two learning methods simultaneously, but they still consider the advantages and disadvantages of both methods. Because this is a combination of two learning methods, several things to consider when doing learning with this combination learning model. Table 2 shows the comparison between part, whole, and combination leaning model when applied in the basketball exercise during the sports class.

Table 2 The comparison between learning models used in basketball

Stage	Part Learning Model	Whole Learning Method	Combination Learning Method
First	At this stage educators provide an overview and at the same time explain how fragments of the dribbling and shooting movements to students until the movement is intact. Like how the student's hand position when doing dribbling or shooting, then how to touch the ball with a finger segment, after that only how the function of the wrists and elbows to how the role of the shoulders during dribbling and shooting so as to form dribbling movement and shooting intact in basketball.	In the preliminary process, when a teacher starts learning, in addition to conditioning the class in preparation for learning, then gives students an overview of the material and how this learning is carried out, at this stage it can be done by lecturing, demonstrating directly, through displaying pictures or photographs, or by giving assignment sheets to students. The principle at this stage the teaching staff gives a complete picture of the movement skills learned at that time. As an illustration in the basketball game when explaining about dribbling and shooting, the instructor conveys how the movements must be done by students so that when the dribbling the ball can still be mastered well and when shooting the ball can lead to the basket and if necessary how to make the ball not just leads but will enter the basket and so on.	In the preliminary process, as stated above, because it is a combination of two methods, then at this stage it is not much different from the previous two methods.
Second	At this stage is analyzing the parts that are the focus of the stages of motion, how and how much they contribute to the desired integrity of the motion. This stage is felt necessary to train the sensitivity of students to know and accustomed to observing something to form the desired movement, and in the end be able to understand that one's ability to understand a given movement depends very much on how the individual observes and tries to translate it in the form of motion.	The second stage after carefully observing the material delivered by the teaching staff, students try to do the dribbling and shooting movements as a whole from the whole set of skills learned.	In the second stage this is the stage of trying, in this stage there are two possibilities that can be done by an educator, namely by learning this part of the division that ends in the form of full motion or students make the desired movement as a whole.

Stage	Part Learning Model	Whole Learning Method	Combination Learning Method
Third	At this stage try to do the parts in sequence starting from the initial attitude of the movement of the finger joints, elbows to the shoulders, this is done continuously until all parts of this division can be mastered which then combines all the components into a complete movement.	At this stage after each student tries to do the material presented, the teacher reassembles students to make corrections to mistakes that are still often made, so that students have a complete and clear picture of the form of movements and frequent errors done.	The third stage, is a continuation of the previous stage, after students try to do the movements learned, the teacher gathers students to make corrections to mistakes that are still often done, so students have a complete and clear picture of the form of movements and errors which is often done.
Fourth	The fourth stage is the synthesis stage, in this stage after each part that is delivered to build dribbling and shooting motion skills can be understood and mastered in theory and then proceed with the whole exercise. Even though each part has been mastered, however, based on the experience that has occurred so far when it is continued in full dribbling and shooting skills, there are still students who have difficulty this can occur because of the basic motor skills that are different or can also be due to diverse understanding, for that it takes time and repetitive correction.	At this stage students are given the opportunity to try the material again after getting corrections and suggestions from the teaching staff, with the hope that the mistakes made earlier will not be repeated. In the second phase of the experiment is still carried out as a whole and then corrected again, and so on so that the skills learned can be done by many students, although it may not be in the form of perfect movements.	At this stage students are given the opportunity to try again in accordance with the input and correction received, in the hope that the mistakes that were made were not repeated, and so on so that the skills learned can be done by students, although they may not have been in the form of movements that perfect.
Fifth		This Fifth Stage emphasizes more on the stabilization of the material after several times of correction, feedback and repetition, the hope is that the movements made by students have also begun to lead to how the desired movement in the teaching and learning process at that time.	At this stage the emphasis is more on stabilizing the material after a number of corrections, repetition and expectations of the feedback given by the teaching staff at this stage has begun to lead to how the material actually desired movement. At this stage also does not rule out the possibility of students discovering something new beyond what has been planned.

3.3 The Imagery Learning Method in Playing Basketball

The results of research conducted by Louis [11] said that the ability of athletes to use the imagination method to predict the speed they are doing, in this study using 21 ski athletes and 16 riding athletes, the findings of the research conducted said that the future predicting by utilizing the imagination method is very dependent on the ability of athletes and characteristics of motor skills.

From the results of the above research, it can be illustrated that imagination is a picture, illustration and visualization of the natural world of one's thinking in the form of images, sounds and tastes. In general, imagination is the power or process that produces mental images and ideas into reality or it can be said that imagination is the result of work that begins with observation, appreciation and thought and then tries to realize what was observed, lived and thought out in real form. Considering that every human being has different abilities, the results displayed will also depend on the humans themselves.

Observing the results of the above research, and if we apply it in the world of education, then in an effort to achieve optimal learning outcomes, a teaching staff is not enough just to rely on the skills and ability to teach alone in delivering the material prepared, but the psychological impact of students also needs to be considered and become one of the ingredients for consideration of the success of a student participant. Based on the experience that someone who only prioritizes the skills, strategies, knowledge possessed by putting aside the psychological conditions will experience obstacles, it is certain that the results obtained are less than optimal.

In the world of sports, there are many athletes who only rely on their skills and physical abilities are often inferior to those who are psychologically and physically prepared, meaning that players who have a balance between physical and psychological will be better prepared to achieve the best achievements. It is no longer a secret and it has been agreed that humans are a unity between physical, spiritual and between one and the other cannot be separated because they will influence each other as well as in the world of education, that the mentality of students is very influential on the results of learning done. The ability of athletes to use the imagination method to predict the speed they are doing, in this study using 21 ski athletes and 16 riding athletes, the findings of the research conducted said that the future predicting by utilizing the imagination method is highly dependent on the athlete's abilities and characteristics of motor skills.

As a consideration and at the same time provides an illustration that when talking about sports achievements, so many methods used by coaches to help improve athlete performance, training methods are now emerging through observation, lately often encountered coaches use video aids to help athletes by providing recorded forms movements that must be done. After observing the recorded footage, athletes are then asked to imagine (imagine) how the movements were observed, then they are then asked to try to do what they observe. 93 Canadian athletes from three different levels ranging from regional, provincial, to national level athletes and the results of this study say that for sports activities, athletes who use the imagination exercise method more quickly master the skills provided. In line with the above research, Decety & Grèzes [12]; Gabriele, Hall, & Lee [13]; Hall [14]; Holmes & Collins [15]. In their research it was concluded that for specific sports training, imagination training was considered as a very relevant method for improving sports skills and strategies. In another study by Louis [11]; Collet [16]; Champely [17]; Guillot [18], the ability of athletes to use the imagination method to predict the speed they are doing, in this study using 21 ski athletes and 16 riding athletes, the findings of the research conducted said that the fore to predict using the imagination method is highly dependent on the ability of athletes and the characteristics of motor skills.

Observing the opinions and conclusions of the above research, by seeing that all learn about motion in sports, then a conclusion can be drawn that this method of imagination can also be carried out in the world of education as one of the methods that can be used by physical education teachers to try to enlighten participants students. Another benefit that can be obtained by using this learning method is, this method can accelerate students gain skills in time the faster, besides that the concept of motion skills that are learned will have an impact on the thinking ability of students, because learning the skills carried out does not take place automatically, but through observation then contemplation of the concept of motion to be performed.

Keep in mind that this form of training does not stop at the reflection stage only, because the observed form of movement needs to be applied in the form of actual motion, thus the performance or appearance of the motion carried out can be evaluated on what and where the deficiencies and weaknesses of the movements of students are located, so the success rate of the motion learning process by using this method can be known.

Basketball is a sport that is played by two teams of five players each while the game is running, players try to put the ball in the opponent's basket and try to prevent the opponent from entering the ball. The team that puts the most balls in the opponent's basket at the end of the match is declared the winner of the match [19]. Basketball game is also one of the sports branches of the game that is well known in the community, especially in the environment of students and students, this can be seen when championships between students such as DBL were held in almost all major cities in Indonesia, the audience of students was very enthusiastic. Supporters - supporters came in droves entering the competition building even though only as spectators.

Talking about the game of basketball, it cannot be separated from the problems of the rules of the game, tactics and competitive strategies and the basic techniques of the game itself. Because this research focuses more on the learning process, this research does not explain much about the tactics and strategy of the game or the rules of the game, but rather the basic techniques of playing basketball. From some of the literature, it can be concluded that in general the basic technique of playing basketball consists of:

3.3.1. Reflecting the Ball (dribbling)

Donovan [20], said that; One of the most difficult challenges for beginners who are familiar with the game of basketball is learning dribbling, but when the player is able to master this movement it is easier and faster to reach a certain place if while playing the ball (dribbling). This technique is very important to master, because in attacking situations in play, when players are faced with certain situations or when players are guarded in a sticky manner, it is easier for players to make decisions so that they can escape guard. Keywords that need to be considered beginner players when learning about basic movements or dribbling techniques are, place the palm of the hand in an open position on the ball, the ball is pushed not pressed to the floor, the height of the ball varies but the easiest to master is the reflection of the ball between the knees and waist, the view must be far ahead in order to see the opponent or friend who is around the player, take advantage of the body to protect the ball so that when dribbling the position of the player is between the ball and the opponent.

In the rules of the basketball game, it is said that the ball can only be played by hand, how to play this ball can be by passing, dismissing, reflecting or even rolling the ball in any direction as long as it does not violate the provisions in force in the rules of the game. The provisions referred to in the rules of basketball games this is that a player may not bring the ball to death while running, or deliberately hold, kick and hit the ball with a hand grip and bounce the ball with two tags together as this is a violation in the basketball [19].

What is meant by bouncing the ball (dribbling) quoted from FIBA Rule Casebook 2011, the source of Vic Ambler and Rule of The Game 2011 can be concluded that dribbling is playing the ball with one hand by bouncing the ball to the floor, there are no restrictions or binding conditions. how high the reflection of the ball can be done, meaning that the high and low reflection of the ball is largely determined by the level of control of the ball and the use of the dribbling itself, which needs to be considered is when someone reflects the ball, then the position of the palm should not face up, because at that time the ball will be held in the palm of the hand, even though only a few seconds is said to care for the ball, or a player who kills the ball with one or both hands then the ball should not be reflected back, because this is a violation in the game of basketball (illegal dribbling).

3.3.2. Insert the ball (shooting)

Donovan [20] says that Boot is a basic skill that players need to master. Many players who specifically try to position themselves to practice shooting, regardless of the height or weight of the player, it is strongly recommended for starting players to practice this shooting technique in any position, meaning that it can be up close or from a position far from the basket. The thing that coaches should avoid is eliminating the tendency to train players specifically, such as training children who have high levels of attacking players who are short behind as defenders or just dividing and organizing attacks.

The basic thing to note when shooting is; the ball is held with both hands, legs are opened as wide as the shoulders knees are bent, when shooting will the hand used for shooting is moved to the back of the ball, the ball is moved to the side or in front of the head of the elbow the hand forms the letter "L" when releasing the ball (shooting) the hand that is not shooting protects the ball. When removing the elbow ball, the wrist and fingers point towards the basket. In basketball, the ball can be put into the opponent's basket from all directions while still in the playing field, can be with one or two hands, can while jumping (jump shoot) or standing in place (sheet shoot) or while flying (ley up shoot), what distinguishes is the acquisition of scores obtained by each team as stated in the Rule of the Game of FIBA [19], namely:

- a. score 1 (one) is obtained by a player when he gets a chance to shoot a shot and the execution is carried out without being guarded from the penalty shot line. This shot is obtained by a player when when the player is firing on the field during the ball in the game then the defender guards him make a mistake (foul) or because the opposing team gets accumulated errors 4 times in every quarter, because of technical errors, unsportsman like foul and disqualification of foul made by players of the opposing team;
- b. score 2 (two) is obtained by a player when he hits a field shot inside the opponent's area which is limited by the three-point circle line; and

- c. score 3 (three) is obtained by a player when he does field shots outside the Garisthree Point Circle.

3.3.3. Passing and catching

In the game of basketball can be played with one or two hands, it really depends on the needs and conditions that apply in this game, when someone plays the ball with one hand when playing the ball with two hands, such as bull players who cannot do with two hands, because if this is done it will violate the rules and rules of playing basketball. In contrast to when a player passes, the player may use one or two hands together. From some literature such as Donovan [20], then Danny Kosasih [21], it can be concluded that the technique of Passing in basketball can be done with one or two hands. The passing with two hands, among others, such as; chase pass, bounce pass, over had pass, two handed under hand pass. While passing is done with one hand is; baseball pass, side arm pass, hook pass and one hand under hand pass. To receive or catch a ball in a basketball game there are no binding conditions meaning that a player is allowed to catch or receive the ball with one or both hands.

3.3.4. Foot pivot

What is meant by footwork here is, a player when turning off the ball, may not dribbling back, he may only pass, put the ball into the opponent's basket or given the opportunity to move on the field in all directions only this player may not move his pivot foot [19], if this happens then the player is considered to have committed a violation (traveling violation), while traveling violation in this basketball game can occur in two situations as regulated in the rule of the game in FIBA [19], namely:

a. In a play situation, the player moves while turning the ball (dribbling), then the applicable provisions, is when this player turns off the ball with one or both hands, this player may not bounce the ball back, this player is still allowed to move freely in all directions in the field with the provisions, if at the time of turning off the ball the first step falls on the left foot, then this foot will be considered as a pivot foot and this foot must not be lifted or shifted from its position before the ball is released from the hand, and vice versa when the pivot foot is the right foot right, then the player's left foot is free to move in all directions. In other situation if the player turns off the ball in a floating position, then the pivot foot can still be lifted but before the pivot foot lands on the floor the ball must be released from the player's hand;

b. In a situation the player receives the ball from a friend, meaning that this player has never turned the ball at all, then this player is bound by three rules before this player turns the ball, namely;

1) When the player receives the ball with the two legs standing on the pitch, then both feet are pivot feet, meaning that when the player decides to step with one foot, right or left then the other foot is pivot foot, this pivot foot must not be moved or moved before the ball is released from the hand for dribbling, shooting or passing.

2) When the player receives the ball with one foot on the floor, there is no other choice for the pivot foot, meaning that the first foot that touches the floor is the pivot foot the other leg is free to move in all directions. When this player move the pivot foot by lifting or shifting then the player is declared to have committed a violation (traveling violation), as an illustration if the player at the time of receiving the ball of the right foot landing on the floor, then the right foot is the pivot foot, while the left foot is free to move in all directions, or vice versa if at the time of turning off the left foot ball as a pivot, then the free right foot moves in all directions.

3) If the player receives a ball with one-foot landing on the floor and then jumps and lands with the first foot landing on the floor or with both feet simultaneously, there is no longer a shaft foot, meaning that when the player is moving one foot before bole is released from his hand for dribbling, passing or shooting, then this player is declared to have committed a violation (traveling violation).

4. Conclusion

The whole section method is generally used by an educator to teach a form of movement skills that is quite difficult or complex. This method is very helpful for Physical Education and Sports (PJKO) teachers in carrying out teaching and learning processes specially to help students who have difficulty learning a series of movements that are just known and have a high degree of difficulty. To anticipate the complexity and diversity of the movements, it is necessary to make a kind of simplification in advance of the movements to be learned into parts so that they are easily understood and learned by students. This approach will be good (effective) if the parts per part of the movement studied are understood or mastered first then combined into a whole movement, but on the contrary, it becomes ineffective if students directly learn the movement in a whole direction. The overall learning method is a form of learning skills that are carried out in full from the skills learned, this is the opposite of the parts-by-part method because in this learning method physical education educators from the beginning of the

students have been directed to carry out the desired motion activities and generally the motion activities this is easy for students to do. The ability of athletes to use the imagination method to predict the speed they are doing, in this study using 21 ski athletes and 16 riding athletes, the findings of the research conducted said that the future predicting by utilizing the imagination method is very dependent on the ability of athletes and characteristics of motor skills.

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