

EFFECTIVENESS OF GAME BASED LEARNING MODEL ON LEARNING OUTCOMES OF BASKETBALL GAME ACTIVITIES OF GRADE VIII STUDENTS OF SMPN 1 CISOMPET

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Introduction

Physical Education (PJOK) is an essential component of the national education system that aims to develop students' physical fitness, motor skills, character, critical thinking, and healthy lifestyles in line with the Independent Curriculum. Basketball, as one of the compulsory learning materials, not only improves students' technical skills such as dribbling, passing, and shooting, but also fosters teamwork, communication, and sportsmanship. However, basketball learning outcomes among junior high school students remain relatively low because learning is still predominantly teacher-centered and provides limited opportunities for students to actively engage in the learning process.

Introduction

To address this issue, the Game-Based Learning (GBL) model is proposed as a student-centered learning approach that integrates game elements to increase motivation, participation, and learning outcomes. Previous studies have demonstrated that GBL positively affects students' cognitive, affective, and psychomotor development. Nevertheless, research on the implementation of GBL in junior high school basketball learning, particularly in rural schools such as SMPN 1 Cisompet, is still limited.

Initial observations at SMPN 1 Cisompet revealed that the average basketball learning outcome of Grade VIII students was 68.5, which is below the Minimum Mastery Criterion (KKM) of 75. Therefore, this study aims to examine the effectiveness of the Game-Based Learning model in improving basketball learning outcomes among Grade VIII students at SMPN 1 Cisompet, with the hypothesis that students' learning outcomes will improve in each learning cycle.

Methods

This study employed a Classroom Action Research (CAR) design based on the Kemmis and McTaggart model, consisting of planning, acting, observing, and reflecting. The research was conducted in two cycles at SMPN 1 Cisompet, Garut, Indonesia, involving 30 Grade VIII_A students (15 males and 15 females).

Data were collected using three instruments: a written test for the cognitive domain, the Game Performance Assessment Instrument (GPAI) for psychomotor skills, and an observation checklist for the affective domain. Quantitative data were analyzed descriptively based on the Minimum Mastery Criterion (KKM), while qualitative observation data were analyzed using the Miles and Huberman model.

Result & Discussion

Table 1. Summary of Learning Outcomes of Basketball Game Activities per Cycle

Aspect	Stage	Mean Score	Highest Score	Lowest Score	Mastery (%)
Psychomotor (GPAI)	Pre-Cycle	0.28	0.42	0.20	0%
Psychomotor (GPAI)	Cycle I	0.67	0.79	0.49	20%
Psychomotor (GPAI)	Cycle II	3.78	5.17	2.75	100%
Affective	Pre-Cycle	63.33	70	57.5	0%
Affective	Cycle I	76.17	82.5	62.5	73%
Affective	Cycle II	94.67	100	90	100%
Cognitive	Pre-Cycle	61.83	67.5	52.5	0%
Cognitive	Cycle I	74.58	85	62.5	63%
Cognitive	Cycle II	93.50	100	87.5	100%

The implementation of the Game-Based Learning (GBL) model significantly improved students' basketball learning outcomes across all learning domains. In the psychomotor aspect, learning mastery increased from 0% (pre-cycle) to 20% (Cycle I) and reached 100% in Cycle II. Similarly, the affective aspect improved from 0% to 73% in Cycle I and 100% in Cycle II, while the cognitive aspect increased from 0% to 63% in Cycle I and achieved 100% mastery in Cycle II.

Result & Discussion

These findings indicate that GBL effectively enhances students' technical skills, learning attitudes, and conceptual understanding through active participation, authentic game situations, immediate feedback, and collaborative learning. The results are consistent with previous studies showing that GBL increases student motivation, engagement, and learning outcomes in physical education.

The findings suggest that GBL is an effective and practical learning model for junior high school basketball, including in schools with limited facilities, as it emphasizes game modification rather than sophisticated equipment. However, this study was limited to one class and two research cycles without a control group, indicating the need for further studies with larger samples and experimental designs.

Conclusion

The application of the Game Based Learning model has been proven to be effective in improving the learning outcomes of eighth grade students of SMPN 1 Cisompet in basketball game activities. The improvement occurred gradually and consistently in the three aspects measured: the psychomotor aspect increased from 0% to 20% (cycle I) and 100% (cycle II) with an average GPAI score of 3.78; the affective aspect increased from 0% to 73% and 100% with an average value of 94.67; and the cognitive aspect increased from 0% to 63% and 100% with an average value of 93.50. All indicators of research success have been achieved in cycle II so that the hypothesis of this research action can be accepted. These findings indicate that GBL is able to create a more active, enjoyable, and student-centered learning process, so it is relevant to be used as an alternative PJOK learning model, especially in basketball game material in schools with limited facilities.

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