

# Bukti Submit

[CP] Submission Acknowledgement Eksternal Kotak Masuk x

Prof. Dr. Sulis Triyono <cakrawala@uny.ac.id> kepada saya ▾ Rab, 9 Feb 2022, 20.39 ☆ ↶ ⋮

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Sincerely,

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MANUSCRIPT

## **Basketball Learning Through a Tactical Approach to Creativity and Learning Motivation**

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### **Abstract:**

The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method in this study uses the "pre-experimental design" method in the form of "intact-group comparison". The instrument in this study used a creativity and motivation questionnaire using a Likert scale calculation. The results of this study after the "paired sample t test" with the help of SPSS 24 showed that the proposed hypothesis was accepted at a 95% confidence level. The findings in the study were that there was an effect of the tactical approach in basketball learning on the creativity and learning motivation of the students of SMP Negeri 4 Lubuk linggau. The implications of the results of this study can be used as the basis for theory and literacy in basketball learning in schools.

**Keywords:** basketball, learning creativity, learning motivation, tactical approach

### **PEMBELAJARAN BOLA BASKET MELALUI PENDEKATAN TAKTIS TERHADAP KREATIVITAS DAN MOTIVASI BELAJAR**

### **Abstrak:**

Tujuan penelitian ini adalah untuk mengetahui pengaruh pendekatan taktis dalam pembelajaran bola basket terhadap kreativitas dan motivasi. Metode dalam penelitian ini menggunakan metode "pre-experimental design" berupa "intact-group comparison". Instrumen dalam penelitian ini menggunakan angket kreativitas dan motivasi dengan menggunakan perhitungan skala likert. Hasil penelitian ini setelah dilakukan "paired sample t test" dengan bantuan SPSS 24 menunjukkan bahwa hipotesis yang diajukan diterima pada tingkat kepercayaan 95%. Temuan dalam penelitian ini adalah ada pengaruh pendekatan taktis dalam pembelajaran bola basket terhadap kreativitas dan motivasi belajar siswa SMP Negeri 4 Lubuk linggau. Implikasi dari hasil penelitian ini dapat dijadikan dasar teori dan literasi dalam pembelajaran bola basket di sekolah.

**Kata Kunci:** bola basket, kreativitas belajar, motivasi belajar, pendekatan taktis

## INTRODUCTION

Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in the game of basketball. The selection and use of the right learning approach is necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make it easier for students to understand and master the material presented by the teacher, and most importantly students still feel happy in participating in learning. According to Ade et al (2016) teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students.

Implementation of physical education and health learning at Junior high school Number 4 Lubuk linggau, in class VII. It can be seen that the condition of students who are less interested in participating in basketball lessons at school. Students assume that learning basketball is less fun and students don't seem interested in following it. There are also students who are shy to do the movements ordered by the teacher, because they are afraid to make the wrong move, are afraid to get criticism from friends and are afraid to be ridiculed by their friends. This is due to the lack of socialization and the wrong use of the learning model which makes basketball learning even more unpleasant. Students assume that the game of basketball is a difficult game to learn because of the many techniques and rules that exist. So that students will feel bored faster when following basketball lessons. This situation will obviously reduce students' motivation and creativity in learning. This condition is caused because teachers still use conventional models in teaching, where conventional learning is a learning approach that emphasizes repetitive technique learning.

The conventional approach in physical education and health is thought to be able to further improve basic technical skills, but it turns out that the conventional approach is still being criticized by Griffin in (Fernando & Kamarudin, n.d.) that the skills taught before teaching subjects can understand their relationship to the actual playing situation , the result can take away the essence of the game itself. According to Ade et al (2016) the conventional approach of teachers often spends their learning time only to learn basic techniques, so that the impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. This tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Budi et al., 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. By applying the game approach can increase students' creativity. According to (Sari et al., 2015) children's creativity can be developed through play activities, through games children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to Sultanengtyas (2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process.

Based on the problems raised, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuk linggau. The implementation of this research is

expected to provide the following benefits: The implementation of this research would be able to motivate students to increase creativity and motivation in learning, The implementation of this research should be able to inspire teachers in determining the right learning approach, And the implementation of this research should can be used as input by the school in improving the quality of its teaching staff.

## METHODS

This study uses the experimental research method "pretest-posttest control group design". This design involved two randomly selected groups, one group was given treatment (experimental group) and the other was not given treatment (control group). Population is the subject of research. The population in this study was the seventh grade students of Junior High School Number 4 Lubuklinggau, amounting to 266 peoples.

Table 1. List of Grade VII Students of Junior High School Number 4 Lubuklinggau

Class	Male	Female	Total
A	14	17	31
B	14	15	29
C	14	15	29
D	15	15	30
E	15	14	29
F	16	14	30
G	14	16	30
H	14	15	29
I	13	16	29

The determination of the sample size in this study is based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4 '60$ . So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

## FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group, pretest and posttest there is an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it is 4, 3% on creativity and 1.39% on motivation.

### Normality test

Table 2. Normality Test Pretest and Posttest Experimental Creativity

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	1	.142	30	.127

<i>Posttest</i>	1	.149	30	.086
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Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.127 > 0.05$  and sig. posttest  $0.086 > 0.05$ , then the pretest and posttest data for the creativity of the experimental group were normally distributed.

Table 3. Normality Test of Pretest and Posttest of Experimental Motivation

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	1	.089	30	.200*
<i>Posttest</i>	1	.140	30	.139

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.139 > 0.05$ , then the pretest and posttest data on the motivation of the experimental group were normally distributed.

Table 4. Normality Test Pretest and Posttest Creativity Control

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	2	.148	30	.092
<i>Posttest</i>	2	.138	30	.149

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.092 > 0.05$  and sig. posttest  $0.149 > 0.05$ , then the pretest and posttest data for creativity in the control group were normally distributed.

Table 5. Normality Test of Pretest and Posttest of Control Motivation

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	2	.086	30	.200*
<i>Posttest</i>	2	.132	30	.194

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.194 > 0.05$ , then the pretest and posttest data on the motivation of the control group were normally distributed.

Homogeneity Test

### Creativity

Table 6. Homogeneity Test of Creativity Pretest Group Posttest

Levene Statistic	df1	df2	Sig
.395	1	58	.532

Table 7. Homogeneity Test of the Creativity Posttest

Levene Statistic	df1	df2	Sig
.218	1	58	.643

Based on the data analysis performed, the sig. pretest  $0,532 > 0,05$  and sig. posttest  $0.643 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

### Motivation

Table 8. Homogeneity Test of Motivation Pretest Group

Levene Statistic	df1	df2	Sig
.008	1	58	.930

Table 9. Homogeneity Test of Motivation Posttest Group

Levene Statistic	df1	df2	Sig
.757	1	58	.388

Based on the data analysis performed, the sig. pretest  $0.930 > 0.05$  and sig. posttest  $0.388 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

### Hypothesis testing

The results of the paired-samples t test analysis using SPSS version 24.

Table 10. Testing the Creativity Hypothesis of Experimental and Control Groups

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.049
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.049. Because the value of sig  $0.049 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the increase was not as large as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

Table 11. Hypothesis Testing of Experimental and Control Group Motivation

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.568
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, the hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.568. Because the value of sig  $0,568 > 0,05$ . Thus, hypothesis H1 is rejected, it can be concluded that there is no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

## Dicussion

### The Influence of Tactical Approaches on Student Creativity in Junior high school Number 4 Lubuklinggau

The first hypothesis in this study is the effect of the tactical approach on students' learning creativity. Based on the results of research and data analysis in the experimental group, obtained a significant value of  $0.000 < 0.05$  fish-significant level. Thus, the hypothesis H1 is accepted and H0 is rejected. Based on the results of research and data analysis in the control group, a significance value (sig) of 0.049 was obtained. Because the value of sig  $0.049 < 0.05$ . Thus, the hypothesis H1 is accepted and H0 is rejected. These results prove that the experimental group got an effect after receiving the treatment of applying the tactical approach model in basketball learning, while the control group also experienced changes but not as big as the experimental group. The increase that occurred in the control group was due to the fact that the group still received basketball lessons but did not use a tactical approach.

The application of a tactical approach model in basketball learning can create diverse learning that is adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students Supriyono (2015). This

requires students to think especially in making decisions when in the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face.

Student creativity is needed in learning, because creativity can create new situations, not monotonous and interesting so that students will be more involved in learning. The way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this, Fauziddin (2016) the most effective way in developing creativity in children is through games.

Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuklinggau.

#### **The Influence of Tactical Approaches on Student Motivation in Junior high school Number 4 Lubuklinggau**

The second hypothesis in this study is the effect of the tactical approach on students' learning motivation. Based on the results of research and data analysis in the experimental group, a significant value of 0.000 was obtained  $< 0.05$  level of significance. Thus, the hypothesis H1 is accepted and H0 is rejected. Based on the results of research and data analysis in the control group, a significance value (sig) of 0.568 was obtained. Because the value of sig  $0,568 > 0,05$ . Thus, hypothesis H1 is rejected and H0 is accepted. These results prove that the experimental group got the effect after receiving the treatment of applying the tactical approach model in basketball learning, while the control group did not get the effect because the control group was not given the treatment of applying the tactical approach model.

Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of applying a tactical approach compared to the control group which was not treated.

According to (Ridwan et al., 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning. Another opinion is Sultanengtyas (2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process.

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill



development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities.

Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to Sjukur (2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning. Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuk linggau.

## CONCLUSIONS

The tactical approach model in basketball learning have a significant impact on students' learning creativity and the results of research on the application of the tactical approach model in basketball learning have a significant impact on students' learning motivation. Research conducted on the effect of a tactical approach in basketball learning on creativity and student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.

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## #47956 Review

[SUMMARY](#) [REVIEW](#) [EDITING](#)

### Submission

Authors: Hartati Hartati, Meirizal Ursa, Bayu Hardiyono, Rendi Wira Jaya  
Title: Improving creativity and learning motivation in basketball through tactical approach  
Section: Articles  
Editor: Soni Nopembri, Ph.D.

### Peer Review

#### Round 1

Review Version	47956-132345-1-RV.DOCX	2022-02-09
Initiated	2022-02-14	
Last modified	2022-02-28	
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	Reviewer B 47956-133503-1-RV.DOCX	2022-02-28
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Author Version	47956-134209-1-ED.DOCX	2022-03-09
	47956-134209-2-ED.DOCX	2022-03-10

#### Round 2

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	Reviewer A 47956-136213-1-RV.DOCX	2022-04-05
Editor Version	None	
Author Version	47956-134209-3-ED.DOCX	2022-04-12

#### Round 3

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	Reviewer C 47956-137332-1-RV.DOCX	2022-04-20
	Reviewer A 47956-137369-1-RV.DOCX	2022-04-21
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	Reviewer A 47956-139344-1-RV.DOCX	2022-05-20
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Author Version	47956-134209-5-ED.DOCX	2022-05-11
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### Editor Decision

Decision: Accept Submission 2022-05-27


Notify Editor: Editor/Author Email Record 2022-05-27

Editor Version: 47956-139939-1-ED.DOCX 2022-05-27

Author Version: None

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# Revisi 1



**Prof. Soni Nopembri, Ph.D.** <soni\_nopembri@uny.ac.id>  
kepada saya ▾

Sen, 28 Feb 2022, 14.01 ☆ ↶ ⋮

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Hartati Hartati:

We have reached a decision regarding your submission to Jurnal Cakrawala Pendidikan, "Basketball Learning Through a Tactical Approach to Creativity and Learning Motivation".

Our decision is: Revisions Required

Please revise your paper according to the reviewers comments below and also the comments in the soft-copy of your article (file attached), then highlight in yellow the revised part. Return the revised manuscript within 2 weeks (14 days) to be considered for the ... publication.

If you have any questions, please let us know

Thank you very much

Best regards

Prof. Soni Nopembri, Ph.D.  
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## Basketball Learning Through a Tactical Approach to Creativity and Learning Motivation

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### Abstract:

The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method in this study uses the "pre-experimental design" method in the form of "intact-group comparison". The instrument in this study used a creativity and motivation questionnaire using a Likert scale calculation. The results of this study after the "paired sample t test" with the help of SPSS 24 showed that the proposed hypothesis was accepted at a 95% confidence level. The findings in the study were that there was an effect of the tactical approach in basketball learning on the creativity and learning motivation of the students of SMP Negeri 4 Lubuk linggau. The implications of the results of this study can be used as the basis for theory and literacy in basketball learning in schools.

**Keywords:** basketball, learning creativity, learning motivation, tactical approach

### PEMBELAJARAN BOLA BASKET MELALUI PENDEKATAN TAKTIS TERHADAP KREATIVITAS DAN MOTIVASI BELAJAR

#### Abstrak:

Tujuan penelitian ini adalah untuk mengetahui pengaruh pendekatan taktis dalam pembelajaran bola basket terhadap kreativitas dan motivasi. Metode dalam penelitian ini menggunakan metode "pre-experimental design" berupa "intact-group comparison". Instrumen dalam penelitian ini menggunakan angket kreativitas dan motivasi dengan menggunakan perhitungan skala likert. Hasil penelitian ini setelah dilakukan "paired sample t test" dengan bantuan SPSS 24 menunjukkan bahwa hipotesis yang diajukan diterima pada tingkat kepercayaan 95%. Temuan dalam penelitian ini adalah ada pengaruh pendekatan taktis dalam pembelajaran bola basket terhadap kreativitas dan motivasi belajar siswa SMP Negeri 4 Lubuk linggau. Implikasi dari hasil penelitian ini dapat dijadikan dasar teori dan literasi dalam pembelajaran bola basket di sekolah.

**Kata Kunci:** bola basket, kreativitas belajar, motivasi belajar, pendekatan taktis

### INTRODUCTION

Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in the game of basketball. The selection and use of the right learning approach is necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make it easier for students to understand and master the material presented by the teacher, and most importantly students still feel happy in participating in learning. According to Ade et al (2016) teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students.

Implementation of physical education and health learning at Junior high school Number 4 Lubuk linggau, in class VII. It can be seen that the condition of students who are less interested in participating in basketball lessons at school. Students assume that learning basketball is less fun and students don't seem interested in following it. There are also students who are shy to do the movements ordered by the teacher, because they are afraid to make the wrong move, are afraid to get criticism from friends and are afraid to be ridiculed by their friends. This is due to the lack of socialization and the wrong use of the learning model which makes basketball learning even more unpleasant. Students assume that the game of basketball is a difficult game to learn because of the many techniques and rules that exist. So that students will feel bored faster when following basketball lessons. This situation will obviously reduce students' motivation and creativity in learning. This condition is caused because teachers still use conventional models in teaching, where conventional learning is a learning approach that emphasizes repetitive technique learning.

The conventional approach in physical education and health is thought to be able to further improve basic technical skills, but it turns out that the conventional approach is still being criticized by Griffin in (Fernando & Kamarudin, n.d.) that the skills taught before teaching subjects can understand their relationship to the actual playing situation, the result can take away the essence of the game itself. According to Ade et al (2016) the conventional approach of teachers often spends their learning time only to learn basic techniques, so that the

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1. Tuliskan Permasalahan penelitian ini pada kalimat pertama.
2. Pada metode, tuliskan sampel siapa dan berapa banyak.
3. Kesimpulan penelitian ini sebenarnya arahnya ke adanya peningkatan kreativitas dan motivasi belajar.

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1. Pembelajaran bola basket dalam penjas (permasalahan dan bukti empiris).
2. Kreativitas dalam pembelajaran penjas/bola basket
3. Motivasi belajar dalam penjas/bola basket.
4. Berbagai hasil penelitian Tactical Approach hubungannya dengan kreativitas dan motivasi belajar.

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impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. This tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Budi et al., 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. By applying the game approach can increase students' creativity. According to (Sari et al., 2015) children's creativity can be developed through play activities, through games children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to Sultanengtyas (2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process.

Based on the problems raised, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuk linggau. The implementation of this research is expected to provide the following benefits: The implementation of this research would be able to motivate students to increase creativity and motivation in learning. The implementation of this research should be able to inspire teachers in determining the right learning approach, And the implementation of this research should can be used as input by the school in improving the quality of its teaching staff.

## METHODS

This study uses the experimental research method "pretest-posttest control group design". This design involved two randomly selected groups, one group was given treatment (experimental group) and the other was not given treatment (control group). Population is the subject of research. The population in this study was the seventh grade students of Junior High School Number 4 Lubuklinggau, amounting to 266 peoples.

Table 1. List of Grade VII Students of Junior High School Number 4 Lubuklinggau

Class	Male	Female	Total
A	14	17	31
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The determination of the sample size in this study is based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4 '60$ . So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

## FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group, pretest and posttest there is an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it is 4, 3% on creativity and 1.39% on motivation.

### Normality test

Table 2. Normality Test Pretest and Posttest Experimental Creativity

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig

**Commented [Soni5]:** Bagian metode mohon untuk lebih detail penjelasan tentang:

- 1.Desain penelitian
- 2.Subjek Penelitian/partisipan.
- 3.Instrumen dan Pengumpulan data
- 4.Analisis data

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<i>Pretest</i>	1	.142	30	.127
<i>Posttest</i>	1	.149	30	.086

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.127 > 0.05$  and sig. posttest  $0.086 > 0.05$ , then the pretest and posttest data for the creativity of the experimental group were normally distributed.

Table 3. Normality Test of Pretest and Posttest of Experimental Motivation

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	1	.089	30	.200*
<i>Posttest</i>	1	.140	30	.139

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.139 > 0.05$ , then the pretest and posttest data on the motivation of the experimental group were normally distributed.

Table 4. Normality Test Pretest and Posttest Creativity Control

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	2	.148	30	.092
<i>Posttest</i>	2	.138	30	.149

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.092 > 0.05$  and sig. posttest  $0.149 > 0.05$ , then the pretest and posttest data for creativity in the control group were normally distributed.

Table 5. Normality Test of Pretest and Posttest of Control Motivation

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	2	.086	30	.200*
<i>Posttest</i>	2	.132	30	.194

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.194 > 0.05$ , then the pretest and posttest data on the motivation of the control group were normally distributed.

#### Homogeneity Test

#### Creativity

Table 6. Homogeneity Test of Creativity Pretest Group

Levene Statistic	df1	df2	Sig
.395	1	58	.532

Table 7. Homogeneity Test of the Creativity Posttest

Levene Statistic	df1	df2	Sig
.218	1	58	.643

Based on the data analysis performed, the sig. pretest  $0.532 > 0.05$  and sig. posttest  $0.643 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

#### Motivation

Table 8. Homogeneity Test of Motivation Pretest Group

Levene Statistic	df1	df2	Sig
.008	1	58	.930

Table 9. Homogeneity Test of Motivation Posttest Group

Levene Statistic	df1	df2	Sig
.757	1	58	.388

Based on the data analysis performed, the sig. pretest  $0.930 > 0.05$  and sig. posttest  $0.388 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

### Hypothesis testing

The results of the paired-samples t test analysis using SPSS version 24.

Table 10. Testing the Creativity Hypothesis of Experimental and Control Groups

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.049
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.049. Because the value of sig  $0.049 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the increase was not as large as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

Table 11. Hypothesis Testing of Experimental and Control Group Motivation

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.568
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, the hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.568. Because the value of sig  $0.568 > 0.05$ . Thus, hypothesis H1 is rejected, it can be concluded that there is no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

### Dicussion

#### The Influence of Tactical Approaches on Student Creativity in Junior high school Number 4 Lubuklinggau

The first hypothesis in this study is the effect of the tactical approach on students' learning creativity. Based on the results of research and data analysis in the experimental group, obtained a significant value of  $0.000 < 0.05$  fish-significant level. Thus, the hypothesis H1 is accepted and H0 is rejected. Based on the results of research and data analysis in the control group, a significance value (sig) of 0.049 was obtained. Because the value of sig  $0.049 < 0.05$ . Thus, the hypothesis H1 is accepted and H0 is rejected. These results prove that the experimental group got an effect after receiving the treatment of applying the tactical approach model in basketball learning, while the control group also experienced changes but not as big as the experimental group. The increase that occurred in the control group was due to the fact that the group still received basketball lessons but did not use a tactical approach.

The application of a tactical approach model in basketball learning can create diverse learning that is adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students Supriyono (2015). This requires students to think especially in making decisions when in the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face.

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•Mohon diperlihatkan data uji perbedaan rata-rata/mean yang lebih komprehensif dan diperjelas dengan gambar/grafik.

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Student creativity is needed in learning, because creativity can create new situations, not monotonous and interesting so that students will be more involved in learning. The way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this, Fauziddin (2016) the most effective way in developing creativity in children is through games.

Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuk linggau.

### **The Influence of Tactical Approaches on Student Motivation in Junior high school Number 4 Lubuklinggau**

The second hypothesis in this study is the effect of the tactical approach on students' learning motivation. Based on the results of research and data analysis in the experimental group, a significant value of 0.000 was obtained  $< 0.05$  level of significance. Thus, the hypothesis H1 is accepted and H0 is rejected. Based on the results of research and data analysis in the control group, a significance value (sig) of 0.568 was obtained. Because the value of sig  $0.568 > 0.05$ , hypothesis H1 is rejected and H0 is accepted. These results prove that the experimental group got the effect after receiving the treatment of applying the tactical approach model in basketball learning, while the control group did not get the effect because the control group was not given the treatment of applying the tactical approach model.

Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of applying a tactical approach compared to the control group which was not treated.

According to (Ridwan et al., 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning. Another opinion is Sultanengtyas (2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process.

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities.

Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to Sjukur (2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning. Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuk linggau.

### **CONCLUSIONS**

The tactical approach model in basketball learning have a significant impact on students' learning creativity and ~~the results of research on the application of the tactical approach model in basketball learning have a significant impact on students' learning~~ motivation. Research conducted on the effect of a tactical approach in basketball learning on creativity and student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.

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## Basketball Learning Through a Tactical Approach to Creativity and Learning Motivation

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### Abstract:

The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method in this study uses the "pre-experimental design" method in the form of "intact-group comparison". The instrument in this study used a creativity and motivation questionnaire using a Likert scale calculation. The results of this study after the "paired sample t test" with the help of SPSS 24 showed that the proposed hypothesis was accepted at a 95% confidence level. The findings in the study were that there was an effect of the tactical approach in basketball learning on the creativity and learning motivation of the students of SMP Negeri 4 Lubuk linggau. The implications of the results of this study can be used as the basis for theory and literacy in basketball learning in schools.

**Keywords:** basketball, learning creativity, learning motivation, tactical approach

### PEMBELAJARAN BOLA BASKET MELALUI PENDEKATAN TAKTIS TERHADAP KREATIVITAS DAN MOTIVASI BELAJAR

#### Abstrak:

Tujuan penelitian ini adalah untuk mengetahui pengaruh pendekatan taktis dalam pembelajaran bola basket terhadap kreativitas dan motivasi. Metode dalam penelitian ini menggunakan metode "pre-experimental design" berupa "intact-group comparison". Instrumen dalam penelitian ini menggunakan angket kreativitas dan motivasi dengan menggunakan perhitungan skala likert. Hasil penelitian ini setelah dilakukan "paired sample t test" dengan bantuan SPSS 24 menunjukkan bahwa hipotesis yang diajukan diterima pada tingkat kepercayaan 95%. Temuan dalam penelitian ini adalah ada pengaruh pendekatan taktis dalam pembelajaran bola basket terhadap kreativitas dan motivasi belajar siswa SMP Negeri 4 Lubuk linggau. Implikasi dari hasil penelitian ini dapat dijadikan dasar teori dan literasi dalam pembelajaran bola basket di sekolah.

**Kata Kunci:** bola basket, kreativitas belajar, motivasi belajar, pendekatan taktis

### INTRODUCTION

Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in the game of basketball. The selection and use of the right learning approach is necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make it easier for students to understand and master the material presented by the teacher, and most importantly students still feel happy in participating in learning. According to Ade et al (2016) teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students.

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The conventional approach in physical education and health is thought to be able to further improve basic technical skills, but it turns out that the conventional approach is still being criticized by Griffin in (Fernando & Kamarudin, n.d.) that the skills taught before teaching subjects can understand their relationship to the actual playing situation, the result can take away the essence of the game itself. According to Ade et al (2016) the conventional approach of teachers often spends their learning time only to learn basic techniques, so that the

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**Commented [ESK2]:** A lot of research with this model has been done, what is the novelty offered in this research?

impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. This tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Budi et al., 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. By applying the game approach can increase students' creativity. According to (Sari et al., 2015) children's creativity can be developed through play activities, through games children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to Sultanengtyas (2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process.

Based on the problems raised, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuk linggau. The implementation of this research is expected to provide the following benefits: The implementation of this research would be able to motivate students to increase creativity and motivation in learning. The implementation of this research should be able to inspire teachers in determining the right learning approach, And the implementation of this research should can be used as input by the school in improving the quality of its teaching staff.

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The determination of the sample size in this study is based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4$  '60. So, the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

## FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group, pretest and posttest there is an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it is 4, 3% on creativity and 1.39% on motivation.

### Normality test

Table 2. Normality Test Pretest and Posttest Experimental Creativity

Group	Class	Statistic	Kolmogorov-Smirnov <sup>a</sup>	
			Df	Sig

Commented [ESK3]: at

Commented [ESK4]: Te mechanism of the research method used, there needs to be an explanation of the time, both the type and the experiment carried out

<i>Pretest</i>	1	.142	30	.127
<i>Posttest</i>	1	.149	30	.086

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.127 > 0.05$  and sig. posttest  $0.086 > 0.05$ , then the pretest and posttest data for the creativity of the experimental group were normally distributed.

Table 3. Normality Test of Pretest and Posttest of Experimental Motivation

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	1	.089	30	.200*
<i>Posttest</i>	1	.140	30	.139

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.139 > 0.05$ , then the pretest and posttest data on the motivation of the experimental group were normally distributed.

Table 4. Normality Test Pretest and Posttest Creativity Control

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	2	.148	30	.092
<i>Posttest</i>	2	.138	30	.149

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.092 > 0.05$  and sig. posttest  $0.149 > 0.05$ , then the pretest and posttest data for creativity in the control group were normally distributed.

Table 5. Normality Test of Pretest and Posttest of Control Motivation

Group	Class	Kolmogorov-Smirnov <sup>a</sup>		
		Statistic	Df	Sig
<i>Pretest</i>	2	.086	30	.200*
<i>Posttest</i>	2	.132	30	.194

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.194 > 0.05$ , then the pretest and posttest data on the motivation of the control group were normally distributed.

#### Homogeneity Test

#### Creativity

Table 6. Homogeneity Test of Creativity Pretest Group

Levene Statistic	df1	df2	Sig
.395	1	58	.532

Table 7. Homogeneity Test of the Creativity Posttest

Levene Statistic	df1	df2	Sig
.218	1	58	.643

Based on the data analysis performed, the sig. pretest  $0.532 > 0.05$  and sig. posttest  $0.643 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

#### Motivation

Table 8. Homogeneity Test of Motivation Pretest Group

Levene Statistic	df1	df2	Sig
.008	1	58	.930

Table 9. Homogeneity Test of Motivation Posttest Group

Levene Statistic	df1	df2	Sig
.757	1	58	.388

Based on the data analysis performed, the sig. pretest  $0.930 > 0.05$  and sig. posttest  $0.388 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

### Hypothesis testing

The results of the paired-samples t test analysis using SPSS version 24.

Table 10. Testing the Creativity Hypothesis of Experimental and Control Groups

Kuisiонер	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.049
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.049. Because the value of sig  $0.049 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the increase was not as large as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

Table 11. Hypothesis Testing of Experimental and Control Group Motivation

Kuisiонер	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.568
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, the hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.568. Because the value of sig  $0.568 > 0.05$ . Thus, hypothesis H1 is rejected, it can be concluded that there is no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

### Discussion

#### The Influence of Tactical Approaches on Student Creativity in Junior high school Number 4 Lubuklinggau

The first hypothesis in this study is the effect of the tactical approach on students' learning creativity. Based on the results of research and data analysis in the experimental group, obtained a significant value of  $0.000 < 0.05$  fish-significant level. Thus, the hypothesis H1 is accepted and H0 is rejected. Based on the results of research and data analysis in the control group, a significance value (sig) of 0.049 was obtained. Because the value of sig  $0.049 < 0.05$ . Thus, the hypothesis H1 is accepted and H0 is rejected. These results prove that the experimental group got an effect after receiving the treatment of applying the tactical approach model in basketball learning, while the control group also experienced changes but not as big as the experimental group. The increase that occurred in the control group was due to the fact that the group still received basketball lessons but did not use a tactical approach.

The application of a tactical approach model in basketball learning can create diverse learning that is adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students Supriyono (2015). This requires students to think especially in making decisions when in the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face.

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Student creativity is needed in learning, because creativity can create new situations, not monotonous and interesting so that students will be more involved in learning. The way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this, Fauziddin (2016) the most effective way in developing creativity in children is through games.

Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuk linggau.

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### The Influence of Tactical Approaches on Student Motivation in Junior high school Number 4 Lubuklinggau

The second hypothesis in this study is the effect of the tactical approach on students' learning motivation. Based on the results of research and data analysis in the experimental group, a significant value of 0.000 was obtained  $< 0.05$  level of significance. Thus, the hypothesis H1 is accepted and H0 is rejected. Based on the results of research and data analysis in the control group, a significance value (sig) of 0.568 was obtained. Because the value of sig  $0.568 > 0.05$ . Thus, hypothesis H1 is rejected and H0 is accepted. These results prove that the experimental group got the effect after receiving the treatment of applying the tactical approach model in basketball learning, while the control group did not get the effect because the control group was not given the treatment of applying the tactical approach model.

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Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of applying a tactical approach compared to the control group which was not treated.

According to (Ridwan et al., 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning. follow learning. Another opinion is Sultanengtyas (2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process.

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities.

Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to Sjukur (2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning. Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuk linggau.

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### CONCLUSIONS

The tactical approach model in basketball learning have a significant impact on students' learning creativity and the results of research on the application of the tactical approach model in basketball learning have a significant impact on students' learning motivation. Research conducted on the effect of a tactical approach in basketball learning on creativity and student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.

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# Basketball Learning Through a Tactical Approach to Creativity and Learning Motivation

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**Abstract:** Students assume that learning basketball is less fun and students don't seem interested in following it. The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method in this study uses the "pre-experimental design" method in the form of "intact-group comparison". The sample in this study was grade VII students of State Junior High School 4 Lubuklinggau with a total sample of 60 students. The instrument in this study used a creativity and motivation questionnaire using a Likert scale calculation. The results of research creativity obtained because the value of sig 0.049 < 0.05 this proves that the experimental group has a significant influence and for learning motivation based on the results of the study obtained a significance value (sig) of 0.568, because the value of sig 0.568 > 0.05, this proves that the experimental group after receiving the treatment of the application of the tactical approach model in basketball learning has increased. The findings in this study are that there is a significant effect of the tactical approach in basketball learning on the creativity and learning motivation of the students of State Junior High School 4 Lubuklinggau.

**Keywords:** basketball, creativity, learning motivation, tactical approach

## PEMBELAJARAN BOLA BASKET MELALUI PENDEKATAN TAKTIS TERHADAP KREATIVITAS DAN MOTIVASI BELAJAR

### Abstrak:

Siswa beranggapan bahwa pembelajaran bola basket kurang menyenangkan dan siswa terlihat tidak tertarik untuk mengikutinya. Tujuan penelitian ini adalah untuk mengetahui pengaruh pendekatan taktis dalam pembelajaran bola basket terhadap kreativitas dan motivasi. Metode dalam penelitian ini menggunakan "pre-experimental design" berupa "intact-group comparison". Sampel pada penelitian ini adalah siswa kelas VII SMP Negeri 4 Lubuklinggau dengan jumlah sampel sebanyak 60 siswa. Instrumen dalam penelitian ini menggunakan angket kreativitas dan motivasi dengan menggunakan perhitungan skala likert. Hasil penelitian pada kreativitas didapat nilai sig 0,049 < 0,05 hal ini membuktikan bahwa kelompok eksperimen mendapatkan pengaruh yang signifikan dan untuk motivasi belajar berdasarkan hasil penelitian didapat nilai signifikansi (sig) sebesar 0,568, karena nilai sig 0,568 > 0,05 hal ini membuktikan bahwa kelompok eksperimen setelah menerima perlakuan penerapan model pendekatan taktis dalam pembelajaran bola basket mengalami peningkatan. Temuan dalam penelitian ini adalah ada pengaruh yang signifikan pendekatan taktis dalam pembelajaran bola basket terhadap kreativitas dan motivasi belajar siswa SMP Negeri 4 Lubuklinggau.

**Kata Kunci:** bolabasket, kreativitas motivasi belajar, pendekatan taktis

### INTRODUCTION

In general, students in Indonesia are physically not good enough in line with research (Nining W Kusnanik, 2017) was that Junior High School in West Java Indonesia needs to be improved for their physiological performance. Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in the game of basketball. The selection and use of the right learning approach is necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make it easier for students to understand and master the material presented by the teacher, and most importantly students still feel happy in participating in learning. According to Ade et al (2016) teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students. Implementation of physical education and health learning at Junior high school Number 4 Lubuklinggau, in class VII. It can be seen that the condition of students who are less interested in participating in basketball lessons at school. From the observations it was found that 80% and 20% of students were less motivated in basketball learning, this indicates that there is a need for improvement in basketball learning. This situation will obviously reduce students' motivation and creativity in learning. Students assume that learning basketball is less fun and students don't seem interested in following it. There are also students who

are shy to do the movements ordered by the teacher, because they are afraid to make the wrong move, are afraid to get criticism from friends and are afraid to be ridiculed by their friends. This is due to the lack of socialization and the wrong use of the learning model which makes basketball learning even more unpleasant. Students assume that the game of basketball is a difficult game to learn because of the many techniques and rules that exist. So that students will feel bored faster when following basketball lessons. The conventional approach in physical education and health is thought to be able to further improve basic technical skills, but it turns out that the conventional approach is still being criticized by Griffin in (Fernando & Kamarudin, n.d.) that the skills taught before teaching subjects can understand their relationship to the actual playing situation, the result can take away the essence of the game itself. According to Ade et al (2016) the conventional approach of teachers often spends their learning time only to learn basic techniques, so that the impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. This tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

(Kenedi, 2017) creativity is the ability that a person has in finding and creating something new, in a new way, a new model, and can be useful for himself and for others. Creativity can also be interpreted as a personality that produces interactions with environmental conditions. The ability to provide new ideas and apply them in problem solving which includes cognitive characteristics such as curiosity, likes to ask questions, always wants to seek new experiences can also be trained through activity tests given to students (Sambada, 2012). Thinking creatively implies that knowledge is the basic aspect and dimension of intelligence in the thinking process. The primary key to bring up critical thinking is to restructure thinking as a result of analyzing and evaluating it effectively (Supena, Ilyas; Darmuki, Agus; Hariyadi, 2021), and the other opinion Creativity definitions and assessments have privileged thought processes over the ability to act (Fardilha & Allen, 2020) and the creativity of children will be able to grow whether the school can provide space for creativity. Child-friendly schools are school concepts that give protect students from violence, discrimination and unnatural treatments (Bukman Lian, 2018).

Learning is an activity involving teachers and students. The success of teaching and learning process are influenced by student learning motivation. The existence of student learning motivation will give spirit and learning becomes more focused for students (Emda, 2018), motivation is basic impulse that moves a person to enter into a process and be able maintain his behavior until destination goal (Lidia susanti, n.d.), and Student learning outcomes can be influenced by various factors, one of which is motivation (Palittin, Wolo, & Purwanty, 2019).

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Budi, Hidayat, & Febriani, 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. By applying the game approach can increase students' creativity. According to (Sari, Haenilah, & Sofia, 2015) children's creativity can be developed through play activities, through games children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to (Sultanengtyas, 2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. The application of a tactical approach can improve learning outcomes to play basketball for students in Sukoharjo for the 2019/2020 academic year (Adirahma, 2020). And the other reseach about basketball is determine the effectiveness of video applications for increasing motivation and game performance in children playing basketball (Lin, 2022).

Based on the description above, creativity and motivation are important factors in achieving a learning goal, for that an educator needs to anticipate or find solutions so that the two achievement factors are still owned by each student. One of them is by applying a tactical learning approach in basketball learning in physical education, sports and health, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuklinggau. The implementation of this research is expected to provide the following benefits. The implementation of this research would be able to motivate students to increase creativity and motivation in learning, The implementation of this research should be able to inspire teachers in determining the right learning approach, And the implementation of this research should can be used as input by the school in improving the quality of its teaching staff.

## **METHODS**

This study uses the quasy experimental research method and used "pretest-posttest control group design". This design involved two randomly selected groups, one group was given treatment (experimental group) and the other was not given treatment (control group). The sample in this study was the seventh grade students at Junior High School Number 4 Lubuklinggau, amounting to 60 peoples. The instrument used in this

research is a creativity questionnaire and student learning motivation questionnaire. The questionnaire used has been tested for validity and reliability, this is done to determine the level of suitability and clarity of the instrument. In this study the authors used a Likert scale. This scale uses positive or negative questions. Data were analyzed using normality test, homogeneity test and hypothesis testing. Calculation and analysis of data in a study is intended to determine the meaning of the data obtained in order to solve the researcher's problem. Data analysis was carried out using the Statistical Product and Service Solution (SPSS) Serie 24 program.

Table 1. List of Grade VII Students of Junior High School Number 4 Lubuklinggau

Class	Male	Female	Total
A	14	17	31
B	14	15	29
C	14	15	29
D	15	15	30
E	15	14	29
F	16	14	30
G	14	16	30
H	14	15	29
I	13	16	29

The determination of the sample size in this study is based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4$  '60. So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The validity of the questionnaire was carried out to ensure that the questionnaires were made in accordance with the research objectives. The test was carried out using SPSS 24. The questionnaire was declared valid if  $r_{\text{count}} > r_{\text{table}}$ . The reliability of the questionnaire was calculated using SPSS 24, the minimum reliability of the questionnaire was 0.70. To determine the reliability coefficient of this questionnaire using Cronbach's alpha through the SPSS 24 program.

## FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group, pretest and posttest there is an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it is 4, 3% on creativity and 1.39% on motivation.

Table 2. Normality Test Pretest and Posttest Experimental Creativity(C) and Motivation (M)

Group	Class	Kolmogorov-Smirnov <sup>a</sup> (C)			Kolmogorov-Smirnov <sup>a</sup> (M)		
		Statistic	Df	Sig	Statistic	Df	Sig
<i>Pretest</i>	1	.142	30	.127	.089	30	.200
<i>Posttest</i>	1	.149	30	.086	.140	30	.139

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.127 > 0.05$  and sig. posttest  $0.086 > 0.05$ , then the pretest and posttest data for the creativity of the experimental group were normally distributed, and the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.139 > 0.05$ , then the pretest and posttest data on the motivation of the experimental group were normally distributed.

Table 3. Normality Control Of Test Pretest and Posttest Creativity (C) and Motivation (M)

Group	Class	Kolmogorov-Smirnov <sup>a</sup> (C)			Kolmogorov-Smirnov <sup>a</sup> (M)		
		Statistic	Df	Sig	Statistic	DF	Sig
<i>Pretest</i>	2	.148	30	.092	.086	30	.200*
<i>Posttest</i>	2	.138	30	.149	.132	30	.194

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.092 > 0.05$  and sig. posttest  $0.149 > 0.05$ , then the pretest and posttest data for creativity in the control group were normally distributed and analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.194 > 0.05$ , then the pretest and posttest data on the motivation of the control group were normally distributed.

Homogeneity Test

Table 4. Homogeneity Test of Creativity Pretest and Posttest Group

Levene Statistic	df1	df2	Sig
.395	1	58	.532
.218	1	58	.643

Based on the data analysis performed, the sig. pretest  $0.532 > 0.05$  and sig. posttest  $0.643 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

Table 5. Homogeneity Test of Motivation Pretest and Posttest Group

	Levene Statistic	df1	df2	Sig
Pretest	.008	1	58	.930
Posttest	.757	1	58	.388

Based on the data analysis performed, the sig. pretest  $0.930 > 0.05$  and sig. posttest  $0.388 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

### Hypothesis testing

The t-test aims to determine whether the independent variable or independent variable (X) partially (alone) has an effect on certain variables or dependent variables (Y). This research has the following hypothesis:

1. Significance value (sig) < probability 0.05 There is an effect of the tactical approach on the learning creativity of students of SMP Negeri 4 Lubuklinggau or the hypothesis is accepted
2. Significance value (sig) < probability 0.05 There is an effect of tactical approach on student motivation of SMP Negeri 4 Lubuklinggau The results of the paired-samples t test analysis using SPSS version 24.

Table 6. Pretest and Posttest Results Data Creativity

	Pretest	Posttest	Percentage Increase
Mean	41,50	46,33	11,6%
Median	42	47	11,9%
Modus	44	47	6,8%
standard deviation	4.55	2.61	42,6%

Based on the results of the pretest (pretest), then data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis on students got an average score of 41.50, median 42, mode 44 and std. deviation 4.55. After the initial test data (pretest) was taken, the experimental group received treatment in the form of applying a tactical learning model and then a retest (posttest). Based on the results of the posttest data

analysis, the students' average scores were 46.33, the median was 47, the mode was 47, and the std. deviation 2.61. Based on these data, the experimental group has a student average difference of 4.83.

Table 7. Testing the Creativity Hypothesis of Experimental and Control Groups

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.049
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau, so the results of this study indicate that by using the tactical model there is an increase in the creativity of students at SMP Negeri 4 Lubuklinggau

Based on the table above, it is found that the significance value (sig) is 0.049. Because the value of sig  $0.049 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the increase was not as large as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

Table 8. Pretest and Posttest Results Data Motivation

Creativity	Pretest	Posttest	Percentage Increase
Mean	45,67	53,23	16,5%
Median	46	54	17,3%
Modus	46	55	19,5%
standard deviation	6.03	3.46	42,6%

Based on the results of the pretest (pretest), then data analysis was carried out using SPSS 24. The results of the analysis of the motivational pretest data on students got an average score of 45.67, median 46, mode 46 and std. 6.03 deviation. After the initial test data (pretest) was taken, the experimental group received treatment in the form of applying a tactical learning model and then a retest (posttest). Based on the results of the posttest data analysis, the students' average score was 53.23, the median was 54, the mode was 55, and the std. deviation 3.46. Based on these data, the experimental group has an average difference of 7.56.

Table 9. Hypothesis Testing of Experimental and Control Group Motivation

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.568
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, the hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau, so the results of this study indicate that by using the tactical model there is an increase in the learning motivation of students at Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.568. Because the value of sig  $0,568 > 0,05$ . Thus, hypothesis H1 is rejected, it can be concluded that there is no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

## Dicussion

### The Influence of Tactical Approaches on Student Creativity in Junior high school

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an increase in student creativity results in basketball learning because it used a tactical approach model.

The application of a tactical approach model in basketball learning can create diverse learning that is adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students (Supriyono, 2015). Based on the research conducted, the performance and creativity of the ball game include assessment (dribble, passing, and shooting) using a tactical model (Bayu Adiyaksa Juanda, 2018). This requires students to think especially in making decisions when in the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face.

Student creativity is needed in learning, because creativity can create new situations, not monotonous and interesting so that students will be more involved in learning. The way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this, (Fauziddin, 2016) the most effective way in developing creativity in children is through games, in the simulation experiment, we completed the modeling of basketball and athletes in the process of teaching and tactical training of sports basketball. The simulation results show that the training system constructed in this paper takes many factors into account and can provide more accurate and robust feedback and guidance for tactical approach (Huang, Zhang, Zhu, Zhang, & Meng, 2019).

Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuklinggau.

### **The Influence of Tactical Approaches on Student Motivation in Junior high school**

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an increase in student motivation results in basketball learning because it used a tactical approach model. Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of applying a tactical approach compared to the control group which was not treated. The application of the tactical approach in learning physical education aims to motivate students and foster student interest to be actively involved in learning and be able to perform various basic movement skills of a game through play activities

In the results of the post-test it can be seen that after the intervention, the students from the Tactical Games in Basketball unit showed significant differences motivation to those of the DIB unit in the dribble, shooting, reception, pass and move, spacing, on-ball defense and off-ball defense (González-Espinosa, García-Rubio, Feu, & Ibáñez, 2021), the other study, the tactical approach and technical approach had a significant impact on the basketball skill learning outcomes (Nur & Malik, 2021). According to (Ridwan, Darmawan, & Indiarasa, 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning, follow learning. Another opinion is (Sultanengtyas, 2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. Tactical games approach improved game performance and psychomotor domain skills of the students better than conventional approach (Burak Güneş, 2019)., In basketball teaching and training, strengthening the training of tactical awareness is not only feasible, but also will deepen the players' understanding of basketball rules. Cultivating and improving athletes' observation ability and theoretical knowledge will have a profound impact on basketball games. Paying attention to the accumulation and summary of game experience is an important guarantee for improving basketball tactical awareness (Hao Pang, 2020).

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities. presenting better physical fitness. During the assessments, students with no prior basketball experience showed higher levels of top speed; experienced students had higher levels of heart rate. The Tactical Games Approach

method favors the physical condition and health of primary education students, which is why this method is recommended when planning Physical Education sessions (Gamero, García-Ceberino, Ibáñez, & Feu, 2021).

Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to (Sjukur, 2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning. Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuklinggau.

## CONCLUSIONS

Based on the results of the study, it can be concluded that there is an effect of the tactical approach model in basketball learning on both creativity and student learning motivation at State Junior High School 4 Lubuklinggau. Research conducted on the effect of a tactical approach in basketball learning on creativity and student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.


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## Revisi Ke 2



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Hartati Hartati:

We have reached a decision regarding your submission to Jurnal Cakrawala Pendidikan, "Basketball Learning Through a Tactical Approach to Creativity and Learning Motivation".

Our decision is: Revisions Required

Please revise your paper according to the reviewers comments below and also the comments in the soft-copy of your article (file attached), then highlight in yellow the revised part. Return the revised manuscript within 2 weeks (14 days) to be considered for the ... publication.

If you have any questions, please let us know

Thank you very much

Best regards

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## Basketball Learning Through a Tactical Approach to Creativity and Learning Motivation

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Improving Creativity and Learning Motivation in  
Basketball Learning through Tactical Approach

**Abstract:** Students assume that learning basketball is less fun and students don't seem interested in following it. The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method in this study uses the "pre-experimental design" method in the form of "intact-group comparison". The sample in this study was grade VII students of State Junior High School 4 Lubuklinggau with a total sample of 60 students. The instrument in this study used a creativity and motivation questionnaire using a Likert scale calculation. The results of research creativity obtained because the value of sig 0.049 < 0.05 this proves that the experimental group has a significant influence and for learning motivation based on the results of the study obtained a significance value (sig) of 0.568, because the value of sig 0.568 > 0.05, this proves that the experimental group after receiving the treatment of the application of the tactical approach model in basketball learning has increased. The findings in this study are that there is a significant effect of the tactical approach in basketball learning on the creativity and learning motivation of the students of State Junior High School 4 Lubuklinggau.

**Keywords:** basketball, creativity, learning motivation, tactical approach

### INTRODUCTION

In general, students in Indonesia are physically not good enough in line with research (Nining W Kusnanik, 2017) was that Junior High School in West Java Indonesia needs to be improved for their physiological performance. Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in the game of basketball. The selection and use of the right learning approach is necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make it easier for students to understand and master the material presented by the teacher, and most importantly students still feel happy in participating in learning. According to Ade et al (2016) teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students. Implementation of physical education and health learning at Junior high school Number 4 Lubuklinggau, in class VII. It can be seen that the condition of students who are less interested in participating in basketball lessons at school. From the observations it was found that 80% and 20% of students were less motivated in basketball learning, this indicates that there is a need for improvement in basketball learning. This situation will obviously reduce students' motivation and creativity in learning. Students assume that learning basketball is less fun and students don't seem interested in following it. There are also students who are shy to do the movements ordered by the teacher, because they are afraid to make the wrong move, are afraid to get criticism from friends and are afraid to be ridiculed by their friends. This is due to the lack of socialization and the wrong use of the learning model which makes basketball learning even more unpleasant. Students assume that the game of basketball is a difficult game to learn because of the many techniques and rules that exist. So that students will feel bored faster when following basketball lessons. The conventional approach in physical education and health is thought to be able to further improve basic technical skills, but it turns out that the conventional approach is still being criticized by Griffin in (Fernando & Kamarudin, n.d.) that the skills taught before teaching subjects can understand their relationship to the actual playing situation, the result can take away the essence of the game itself. According to Ade et al (2016) the conventional approach of teachers often spends their learning time only to learn basic techniques, so that the impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. This tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

(Kenedi, 2017) creativity is the ability that a person has in finding and creating something new, in a new way, a new model, and can be useful for himself and for others. Creativity can also be interpreted as a personality that produces interactions with environmental conditions. The ability to provide new ideas and apply them in problem solving which includes cognitive characteristics such as curiosity, likes to ask questions, always wants to seek new experiences can also be trained through activity tests given to students (Sambada, 2012). Thinking creatively implies that knowledge is the basic aspect and dimension of intelligence in the thinking process. The primary key to bring up critical thinking is to restructure thinking as a result of analyzing and evaluating it effectively (Supena, Ilyas; Darmuki, Agus; Hariyadi, 2021), and the other opinion Creativity definitions and

assessments have privileged thought processes over the ability to act (Fardilha & Allen, 2020) and the creativity of children will be able to grow whether the school can provide space for creativity. Child-friendly schools are school concepts that give protect students from violence, discrimination and unnatural treatments (Bukman Lian, 2018).

Learning is an activity involving teachers and students. The success of teaching and learning process are influenced by student learning motivation. The existence of student learning motivation will give spirit and learning becomes more focused for students (Emda, 2018), motivation is basic impulse that moves a person to enter into a process and be able maintain his behavior until destination goal (Lidia susanti, n.d.), and Student learning outcomes can be influenced by various factors, one of which is motivation (Palittin, Wolo, & Purwanti, 2019).

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Budi, Hidayat, & Febriani, 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. By applying the game approach can increase students' creativity. According to (Sari, Haenilah, & Sofia, 2015) children's creativity can be developed through play activities, through games children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to (Sultanengtyas, 2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. The application of a tactical approach can improve learning outcomes to play basketball for students in Sukoharjo for the 2019/2020 academic year (Adirahma, 2020). And the other research about basketball is determine the effectiveness of video applications for increasing motivation and game performance in children playing basketball (Lin, 2022).

Based on the description above, creativity and motivation are important factors in achieving a learning goal, for that an educator needs to anticipate or find solutions so that the two achievement factors are still owned by each student. One of them is by applying a tactical learning approach in basketball learning in physical education, sports and health, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuklinggau. The implementation of this research is expected to provide the following benefits. The implementation of this research would be able to motivate students to increase creativity and motivation in learning. The implementation of this research should be able to inspire teachers in determining the right learning approach, And the implementation of this research should can be used as input by the school in improving the quality of its teaching staff. **Hipotesis penelitian**

#### **METHODS**

This study uses the quasy experimental research method and used "pretest-posttest control group design". This design involved two randomly selected groups, one group was given treatment (experimental group) and the other was not given treatment (control group).

The sample in this study was the seventh grade students at Junior High School Number 4 Lubuklinggau, amounting to 60 peoples.

The instrument used in this research is a creativity questionnaire and student learning motivation questionnaire. The questionnaire used has been tested for validity and reliability, this is done to determine the level of suitability and clarity of the instrument. In this study the authors used a Likert scale. This scale uses positive or negative questions. Data were analyzed using normality test, homogenitis test and hypothesis testing. Calculation and analysis of data in a study is intended to determine the meaning of the data obtained in order to solve the researcher's problem. Data analysis was carried out using the Statistical Product and Service Solution (SPSS) Serie 24 program.

**Table 1. List of Grade VII Students of Junior High School Number 4 Lubuklinggau**

Class	Male	Female	Total
A	14	17	31
B	14	15	29
C	14	15	29
D	15	15	30
E	15	14	29
F	16	14	30
G	14	16	30

**Commented [SN2]:** Tuliskan hipotesis disini

**Commented [SN3]:** Bagian analysis data belum ada dan harus jelas agar mendapat hasil yang jelas.

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Class	Male	Female	Total
H	14	15	29
I	13	16	29

The determination of the sample size in this study is based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4$  '60. So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The validity of the questionnaire was carried out to ensure that the questionnaires were made in accordance with the research objectives. The test was carried out using SPSS 24. The questionnaire was declared valid if  $r \text{ count} > r \text{ table}$ . The reliability of the questionnaire was calculated using SPSS 24, the minimum reliability of the questionnaire was 0.70. To determine the reliability coefficient of this questionnaire using Cronbach's alpha through the SPSS 24 program.

### FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group, pretest and posttest there is an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it is 4, 3% on creativity and 1.39% on motivation.

Table 2. Normality Test Pretest and Posttest Experimental Creativity(C) and Motivation (M)

Group	Class	Kolmogorov-Smirnov <sup>a</sup> (C)			Kolmogorov-Smirnov <sup>a</sup> (M)		
		Statistic	Df	Sig	Statistic	Df	Sig
Pretest	1	.142	30	.127	.089	30	.200
Posttest	1	.149	30	.086	.140	30	.139

Commented [SN6]: Tabel 2 dan 3 mohon dapat dijadikan satu.

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.127 > 0.05$  and sig. posttest  $0.086 > 0.05$ , then the pretest and posttest data for the creativity of the experimental group were normally distributed, and the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.139 > 0.05$ , then the pretest and posttest data on the motivation of the experimental group were normally distributed.

Table 3. Normality Control Group Test Pretest and Posttest Creativity (C) and Motivation (M)

Group	Class	Kolmogorov-Smirnov <sup>a</sup> (C)			Kolmogorov-Smirnov <sup>a</sup> (M)		
		Statistic	Df	Sig	Statistic	DF	Sig
Pretest	2	.148	30	.092	.086	30	.200*
Posttest	2	.138	30	.149	.132	30	.194

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.092 > 0.05$  and sig. posttest  $0.149 > 0.05$ , then the pretest and posttest data for creativity in the control group were normally distributed and analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.194 > 0.05$ , then the pretest and posttest data on the motivation of the control group were normally distributed.

### Homogeneity Test

Table 4. Homogeneity Test of Creativity Pretest and Posttest Group

Levene Statistic	df1	df2	Sig
.395	1	58	.532
.218	1	58	.643

Commented [SN7]: Table 4 dan 5 mohon dijadikan satu.

Based on the data analysis performed, the sig. pretest  $0.532 > 0.05$  and sig. posttest  $0.643 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

Table 5. Homogeneity Test of Motivation Pretest and Posttest Group

	Levene Statistic	df1	df2	Sig
Pretest	.008	1	58	.930
Posttest	.757	1	58	.388

Based on the data analysis performed, the sig. pretest  $0.930 > 0.05$  and sig. posttest  $0.388 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

### Hypothesis testing

The t-test aims to determine whether the independent variable or independent variable (X) partially (alone) has an effect on certain variables or dependent variables (Y). This research has the following hypothesis:

1. Significance value (sig)  $<$  probability 0.05 There is an effect of the tactical approach on the learning creativity of students of SMP Negeri 4 Lubuklinggau or the hypothesis is accepted

2. Significance value (sig)  $<$  probability 0.05 There is an effect of tactical approach on student motivation of SMP Negeri 4 Lubuklinggau

Table 6. Pretest and Posttest Results Data Creativity

	Pretest	Posttest	Percentage Increase
Mean	41,50	46,33	11,6%
Median	42	47	11,9%
Modus	44	47	6,8%
standard deviation	4.55	2.61	42,6%

Commented [SN8]: Mohon data kedua grup ditampilkan

Based on the results of the pretest (pretest), then data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis on students got an average score of 41.50, median 42, mode 44 and std. deviation 4.55. After the initial test data (pretest) was taken, the experimental group received treatment in the form of applying a tactical learning model and then a retest (posttest). Based on the results of the posttest data analysis, the students' average scores were 46.33, the median was 47, the mode was 47, and the std. deviation 2.61. Based on these data, the experimental group has a student average difference of 4.83.

Table 7. Testing the Creativity Hypothesis of Experimental and Control Groups

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.049
Nilai Sig.	0.05	0.05

Commented [SN9]: Table 7 ini hasil/output dari analisis apa?

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau, so the results of this study indicate that by using the tactical model there is an increase in the creativity of students at SMP Negeri 4 Lubuklinggau

Based on the table above, it is found that the significance value (sig) is 0.049. Because the value of sig  $0.049 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the increase was not as large as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

Table 8. Pretest and Posttest Results Data Motivation

Creativity	Pretest	Posttest	Percentage Increase
Mean	45,67	53,23	16,5%

Commented [SN10]: Mohon data kedua grup di tampilkan

Median	46	54	17,3%
Modus	46	55	19,5%
standard deviation	6.03	3.46	42,6%

Based on the results of the pretest (pretest), then data analysis was carried out using SPSS 24. The results of the analysis of the motivational pretest data on students got an average score of 45.67, median 46, mode 46 and std. 6.03 deviation. After the initial test data (pretest) was taken, the experimental group received treatment in the form of applying a tactical learning model and then a retest (posttest). Based on the results of the posttest data analysis, the students' average score was 53.23, the median was 54, the mode was 55, and the std. deviation 3.46. Based on these data, the experimental group has an average difference of 7.56.

Table 9. Hypothesis Testing of Experimental and Control Group Motivation

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.568
Nilai Sig.	0.05	0.05

Commented [SN11]: Table 9 merupakan hasil/output analisis apa?

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, the hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau, so the results of this study indicate that by using the tactical model there is an increase in the learning motivation of students at Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.568. Because the value of sig  $0,568 > 0,05$ . Thus, hypothesis H1 is rejected, it can be concluded that there is no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

## Discussion

### The Influence of Tactical Approaches on Student Creativity in Junior high school

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an increase in student creativity results in basketball learning because it used a tactical approach model.

The application of a tactical approach model in basketball learning can create diverse learning that is adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students (Supriyono, 2015). Based on the research conducted, the performance and creativity of the ball game include assessment (dribble, passing, and shooting) using a tactical model (Bayu Adiyaksa Juanda, 2018). This requires students to think especially in making decisions when in the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face.

Student creativity is needed in learning, because creativity can create new situations, not monotonous and interesting so that students will be more involved in learning. The way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this, (Fauziddin, 2016) the most effective way in developing creativity in children is through games, in the simulation experiment, we completed the modeling of basketball and athletes in the process of teaching and tactical training of sports basketball. The simulation results show that the training system constructed in this paper takes many factors into account and can provide more accurate and robust feedback and guidance for tactical approach (Huang, Zhang, Zhu, Zhang, & Meng, 2019).

Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuklinggau.

### The Influence of Tactical Approaches on Student Motivation in Junior high school

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an increase in student motivation results in basketball learning because it used a tactical approach model. Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of

Commented [SN12]: Karena hasil belum jelas, sehingga pembahasan masih perlu menunggu analisis yang benar.

applying a tactical approach compared to the control group which was not treated. The application of the tactical approach in learning physical education aims to motivate students and foster student interest to be actively involved in learning and be able to perform various basic movement skills of a game through play activities

In the results of the post-test it can be seen that after the intervention, the students from the Tactical Games in Basketball unit showed significant differences motivation to those of the DIB unit in the dribble, shooting, reception, pass and move, spacing, on-ball defense and off-ball defense (González-Espinosa, García-Rubio, Feu, & Ibáñez, 2021), the other study, the tactical approach and technical approach had a significant impact on the basketball skill learning outcomes (Nur & Malik, 2021). According to (Ridwan, Darmawan, & Indiarsa, 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning. follow learning. Another opinion is (Sultanengtyas, 2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. Tactical games approach improved game performance and psychomotor domain skills of the students better than conventional approach (Burak Güneş, 2019). In basketball teaching and training, strengthening the training of tactical awareness is not only feasible, but also will deepen the players' understanding of basketball rules. Cultivating and improving athletes' observation ability and theoretical knowledge will have a profound impact on basketball games. Paying attention to the accumulation and summary of game experience is an important guarantee for improving basketball tactical awareness (Hao Pang, 2020).

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities. presenting better physical fitness. During the assessments, students with no prior basketball experience showed higher levels of top speed; experienced students had higher levels of heart rate. The Tactical Games Approach method favors the physical condition and health of primary education students, which is why this method is recommended when planning Physical Education sessions (Gamero, García-Ceberino, Ibáñez, & Feu, 2021).

Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to (Sjukur, 2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning. Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuklinggau.

## CONCLUSIONS

Based on the results of the study, it can be concluded that there is an effect of the tactical approach model in basketball learning on both creativity and student learning motivation at State Junior High School 4 Lubuklinggau. Research conducted on the effect of a tactical approach in basketball learning on creativity and student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.

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# Improving Creativity and Learning Motivation in Basketball through Tactical Approach

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**Abstract:** Students assume that learning basketball is less fun and students don't seem interested in following it. The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method in this study uses the "pre-experimental design" method in the form of "intact-group comparison". The sample in this study was grade VII students of State Junior High School 4 Lubuklinggau with a total sample of 60 students. The instrument in this study used a creativity and motivation questionnaire using a Likert scale calculation. The results of research creativity obtained because the value of sig 0.049 < 0.05 this proves that the experimental group has a significant influence and for learning motivation based on the results of the study obtained a significance value (sig) of 0.568, because the value of sig 0.568 > 0.05, this proves that the experimental group after receiving the treatment of the application of the tactical approach model in basketball learning has increased. The findings in this study are that there is a significant effect of the tactical approach in basketball learning on the creativity and learning motivation of the students of State Junior High School 4 Lubuklinggau.

**Keywords:** basketball, creativity, learning motivation, tactical approach

## INTRODUCTION

In general, students in Indonesia are physically not good enough in line with research (Nining W Kusnanik, 2017) was that Junior High School in West Java Indonesia needs to be improved for their physiological performance. Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in the game of basketball. The selection and use of the right learning approach is necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make it easier for students to understand and master the material presented by the teacher, and most importantly students still feel happy in participating in learning. According to Ade et al (2016) teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students. Implementation of physical education and health learning at Junior high school Number 4 Lubuklinggau, in class VII. It can be seen that the condition of students who are less interested in participating in basketball lessons at school. From the observations it was found that 80% and 20% of students were less motivated in basketball learning, this indicates that there is a need for improvement in basketball learning. Previous research on basketball is the research resulted in a basketball physical test application that can be used to evaluate the physical test of athletes and students (Hartati, Victorian, Aryanti, Destriana, & Destriani, 2018). This situation will obviously reduce students' motivation and creativity in learning. Students assume that learning basketball is less fun and students don't seem interested in following it. There are also students who are shy to do the movements ordered by the teacher, because they are afraid to make the wrong move, are afraid to get criticism from friends and are afraid to be ridiculed by their friends. This is due to the lack of socialization and the wrong use of the learning model which makes basketball learning even more unpleasant. Students assume that the game of basketball is a difficult game to learn because of the many techniques and rules that exist. So that students will feel bored faster when following basketball lessons. The conventional approach in physical education and health is thought to be able to further improve basic technical skills, but it turns out that the conventional approach is still being criticized by Griffin in (Fernando & Kamarudin, n.d.) that the skills taught before teaching subjects can understand their relationship to the actual playing situation, the result can take away the essence of the game itself. According to Ade et al (2016) the conventional approach of teachers often spends their learning time only to learn basic techniques, so that the impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. Previous research on basketball is that there is an effect of plyometric medicine ball throw exercises on the results of free shots in basketball games for students (O. N. K. Sari, Hartati, & Aryanti, 2019), this tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

(Kenedi, 2017) creativity is the ability that a person has in finding and creating something new, in a new way, a new model, and can be useful for himself and for others. Creativity can also be interpreted as a personality that produces interactions with environmental conditions. The ability to provide new ideas and apply them in problem solving which includes cognitive characteristics such as curiosity, likes to ask questions, always wants to seek new experiences can also be trained through activity tests given to students (Sambada, 2012). Thinking creatively implies that knowledge is the basic aspect and dimension of intelligence in the thinking

process. The primary key to bring up critical thinking is to restructure thinking as a result of analyzing and evaluating it effectively (Supena, Ilyas; Darmuki, Agus; Hariyadi, 2021), and the other opinion Creativity definitions and assessments have privileged thought processes over the ability to act (Fardilha & Allen, 2020) and the creativity of children will be able to grow whether the school can provide space for creativity. Child-friendly schools are school concepts that give protect students from violence, discrimination and unnatural treatments (Bukman Lian, 2018).

Learning is an activity involving teachers and students. The success of teaching and learning process are influenced by student learning motivation. The existence of student learning motivation will give spirit and learning becomes more focused for students (Emda, 2018), motivation is basic impulse that moves a person to enter into a process and be able maintain his behavior until destination goal (Lidia susanti, n.d.), and Student learning outcomes can be influenced by various factors, one of which is motivation (Palittin, Wolo, & Purwanty, 2019).

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Budi, Hidayat, & Febriani, 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. By applying the game approach can increase students' creativity. According to (R. P. Sari, Haenilah, & Sofia, 2015) children's creativity can be developed through play activities, through games children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to (Sultanengtyas, 2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. The application of a tactical approach can improve learning outcomes to play basketball for students in Sukoharjo for the 2019/2020 academic year (Adirahma, 2020). And the other reseach about basketball is determine the effectiveness of video applications for increasing motivation and game performance in children playing basketball (Lin, 2022).

Based on the description above, creativity and motivation are important factors in achieving a learning goal, for that an educator needs to anticipate or find solutions so that the two achievement factors are still owned by each student. One of them is by applying a tactical learning approach in basketball learning in physical education, sports and health, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuklinggau. The implementation of this research is expected to provide the following benefits. The implementation of this research would be able to motivate students to increase creativity and motivation in learning, The implementation of this research should be able to inspire teachers in determining the right learning approach, And the implementation of this research should can be used as input by the school in improving the quality of its teaching staff. The hypotheses in this study are there is an effect of the tactical approach on the learning creativity of State Junior High School 4 Lubuklinggau students and there is an effect of the tactical approach on the students' learning motivation of State Junior High School 4 Lubuklinggau.

## **METHODS**

This study uses the quasy experimental research method and used "pretest-posttest control group design". This design involved two randomly selected groups, one group was given treatment (experimental group) and the other was not given treatment (control group).

Population in research these are 7th grade students of State Junior High School 4 Lubuklinggau, totaling 266 people. Determination of the sample size in this study based on the Nomogram Harry King, in (Sugiyono, 2019) The calculation of the sample in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the multiplier factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4 '60$ . So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The instrument used in this research is a creativity questionnaire and student learning motivation questionnaire. The questionnaire used has been tested for validity and reliability, this is done to determine the level of suitability and clarity of the instrument. In this study the authors used a Likert scale. This scale uses positive or negative questions. Data were analyzed using normality test The data normality test was carried out with the aim of obtaining information about the normality of the data obtained. In addition, the data normality test will also determine the next step to take, namely what statistical analysis should be used, whether parametric or non-parametric statistics. The normality test of the output produced by the SPSS 24 program contains five tests of data normality analysis, namely Kolmogorov Smirnov, Shapiro-Wilk, QQ Plots, Detrended Normal QQ Plots, and Spread V.S Level Plots. For the normality test, the author refers to the analysis of Kolmogorov Smirnov, homogeneity test, The data homogeneity test was carried out after the data normality test. The purpose of the data homogeneity test is to find out that the data comes from a homogeneous sample. In addition, to determine what type of statistical analysis is then used in testing the data hypothesis. The steps taken to test the

homogeneity of the data using the SPSS Series 24 software program are the same as the data normality test. The output generated from the descriptive explore of the data simultaneously produces two analyzes, namely normality and homogeneity of data. and hypothesis testing, The data hypothesis test was carried out in order to obtain conclusions from the data obtained. In testing this hypothesis, the writer took the final test in the experimental group and the control group. In this study, the t-test was used in the SPSS statistical analysis. The resulting output is 38 consisting of data decryption, homogeneity of variance test, t test, this test is used to see whether there is an effect on the tactical approach to students' creativity and motivation and whether there is a significant difference between the experimental group and the control group. The results are compared with the probability (sig).

Table 1. List of Population Grade VII Students of Junior High School Number 4 Lubuklinggau

Class	Male	Female	Total
A	14	17	31
B	14	15	29
C	14	15	29
D	15	15	30
E	15	14	29
F	16	14	30
G	14	16	30
H	14	15	29
I	13	16	29

The determination of the sample size in this study is based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4$  '60. So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The validity of the questionnaire was carried out to ensure that the questionnaires were made in accordance with the research objectives. The test was carried out using SPSS 24. The questionnaire was declared valid if  $r \text{ count} > r \text{ table}$ . The reliability of the questionnaire was calculated using SPSS 24, the minimum reliability of the questionnaire was 0.70. To determine the reliability coefficient of this questionnaire using Cronbach's alpha through the SPSS 24 program.

## FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group, pretest and posttest there is an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it is 4, 3% on creativity and 1.39% on motivation.

Table 2. Normality Test Pretest and Posttest Experimental (1) and Control (2) Creativity(C) and Motivation (M)

Group	Class	Kolmogorov-Smirnov <sup>a</sup> (C)			Kolmogorov-Smirnov <sup>a</sup> (M)		
		Statistic	df	Sig	Statistic	Df	Sig
<i>Pretest</i>	1	.142	30	.127	.089	30	.200
<i>Posttest</i>	1	.149	30	.086	.140	30	.139
<i>Pretest</i>	2	.148	30	0.92	.086	30	.200*
<i>Posttest</i>	2	.138	30	.149	.132	30	.194

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.127 > 0.05$  and sig. posttest  $0.086 > 0.05$ , then the pretest and posttest data for the creativity of the experimental group were normally distributed, and the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.139 > 0.05$ , then the pretest and posttest data on the motivation of the experimental group were normally distributed. Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.092 > 0.05$  and sig. posttest  $0.149 > 0.05$ , then the pretest and posttest

data for creativity in the control group were normally distributed and analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.194 > 0.05$ , then the pretest and posttest data on the motivation of the control group were normally distributed

#### Homogeneity Test

Table 3. Homogeneity Test of Creativity and Motivation Pretest and Posttest Group

	Levene Statistic	df1	df2	Sig
Pretest Creativity	.395	1	58	.532
Posttest Creativity	.218	1	58	.643
Pretest Motivation	.008	1	58	.930
Posttest Motivation	.757	1	58	.388

Based on the data analysis performed, the sig. pretest  $0.532 > 0.05$  and sig. posttest  $0.643 > 0.05$ . Then the pretest and posttest data are the same (homogeneous) Based on the data analysis performed, the sig. pretest  $0.930 > 0.05$  and sig. posttest  $0.388 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

Table 4. Pretest and Posttest Result Data Creativity Groups Control

	Pretest	Posttest	Percentage Increase
Mean	42,20	44,03	4,3%
Median	42	44	4,7%
Modus	42	44	4,7%
standard deviation	4.27	2.73	36,1%

Based on the results of the pretest (pretest), then data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis on students got an average score of 42.20, median 42, mode 42 and std. deviation 4.27. the pretest data (pretest) was taken the control group did not receive treatment in the form of the application of a tactical learning model and then a retest (posttest) was carried out. Based on the results of the posttest data analysis, the students' average scores were 44.03, median 44, mode 44, and std. deviation 2.73. Based on these data, the control group has a difference of 1.83

Table 5. Pretest and Posttest Results Data Creativity Groups eksperiment

	Pretest	Posttest	Percentage Increase
Mean	41,50	46,33	11,6%
Median	42	47	11,9%
Modus	44	47	6,8%
standard deviation	4.55	2.61	42,6%

Based on the results of the pretest then data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis on students got an average score of 41.50, median 42, mode 44 and std. deviation 4.55. After the initial test data (pretest) was taken, the experimental group received treatment in the form of applying a tactical learning model and then a retest (posttest). Based on the results of the posttest data analysis, the students' average scores were 46.33, the median was 47, the mode was 47, and the std. deviation 2.61. Based on these data, the experimental group has a student average difference of 4.83.

Table 6. Testing the Creativity Hypothesis of Experimental and Control Groups

Kuisiонер	Eksperiment	control
Sig. 2-(tailed)	0.000	0.049
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, , it can be concluded that there is an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau, so the results of this

study indicate that by using the tactical model there is an increase in the creativity of students at SMP Negeri 4 Lubuklinggau

Based on the table above, it is found that the significance value (sig) is 0.049. Because the value of sig  $0.049 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the increase was not as large as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

Table 7. Pretest and Posttest Results Data Motivation

Creativity	Pretest	Posttest	Percentage Increase
Mean	45,67	53,23	16,5%
Median	46	54	17,3%
Modus	46	55	19,5%
standard deviation	6.03	3.46	42,6%

Based on the results of the pretest (pretest), then data analysis was carried out using SPSS 24. The results of the analysis of the motivational pretest data on students got an average score of 45.67, median 46, mode 46 and std. 6.03 deviation. After the initial test data (pretest) was taken, the experimental group received treatment in the form of applying a tactical learning model and then a retest (posttest). Based on the results of the posttest data analysis, the students' average score was 53.23, the median was 54, the mode was 55, and the std. deviation 3.46. Based on these data, the experimental group has an average difference of 7.56.

Table 8. Hypothesis Testing of Experimental and Control Group Motivation

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.568
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, the hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau, so the results of this study indicate that by using the tactical model there is an increase in the learning motivation of students at Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.568. Because the value of sig  $0,568 > 0,05$ . Thus, hypothesis H1 is rejected, it can be concluded that there is no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

## Dicussion

### The Influence of Tactical Approaches on Student Creativity in Junior high school

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an increase in student creativity results in basketball learning because it used a tactical approach model.

The application of a tactical approach model in basketball learning can create diverse learning that is adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students (Supriyono, 2015). Based on the research conducted, the performance and creativity of the ball game include assessment (dribble, passing, and shooting) using a tactical model (Bayu Adiyaksa Juanda, 2018). This requires students to think especially in making decisions when in the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face.

Student creativity is needed in learning, because creativity can create new situations, not monotonous and interesting so that students will be more involved in learning. The way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this, (Fauziddin, 2016) the most effective way in developing

creativity in children is through games, in the simulation experiment, we completed the modeling of basketball and athletes in the process of teaching and tactical training of sports basketball. The simulation results show that the training system constructed in this paper takes many factors into account and can provide more accurate and robust feedback and guidance for tactical approach (Huang, Zhang, Zhu, Zhang, & Meng, 2019).

Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuklinggau.

### **The Influence of Tactical Approaches on Student Motivation in Junior high school**

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an increase in student motivation results in basketball learning because it used a tactical approach model. Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of applying a tactical approach compared to the control group which was not treated. The application of the tactical approach in learning physical education aims to motivate students and foster student interest to be actively involved in learning and be able to perform various basic movement skills of a game through play activities

In the results of the post-test it can be seen that after the intervention, the students from the Tactical Games in Basketball unit showed significant differences motivation to those of the DIB unit in the dribble, shooting, reception, pass and move, spacing, on-ball defense and off-ball defense (González-Espinosa, García-Rubio, Feu, & Ibáñez, 2021), the other study, the tactical approach and technical approach had a significant impact on the basketball skill learning outcomes (Nur & Malik, 2021). According to (Ridwan, Darmawan, & Indiansa, 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning, follow learning. Another opinion is (Sultanengtyas, 2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. Tactical games approach improved game performance and psychomotor domain skills of the students better than conventional approach (Burak Güneş, 2019). In basketball teaching and training, strengthening the training of tactical awareness is not only feasible, but also will deepen the players' understanding of basketball rules. Cultivating and improving athletes' observation ability and theoretical knowledge will have a profound impact on basketball games. Paying attention to the accumulation and summary of game experience is an important guarantee for improving basketball tactical awareness (Hao Pang, 2020).

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities. presenting better physical fitness. During the assessments, students with no prior basketball experience showed higher levels of top speed; experienced students had higher levels of heart rate. The Tactical Games Approach method favors the physical condition and health of primary education students, which is why this method is recommended when planning Physical Education sessions (Gamero, García-Ceberino, Ibáñez, & Feu, 2021).

Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to (Sjukur, 2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning. Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuklinggau.

### **CONCLUSIONS**

Based on the results of the study, it can be concluded that there is an effect of the tactical approach model in basketball learning on both creativity and student learning motivation at State Junior High School 4

Lubuklinggau. Research conducted on the effect of a tactical approach in basketball learning on creativity and student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.

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## Revisi ke 3



**Prof. Soni Nopembri, Ph.D.** <soni\_nopembri@uny.ac.id>  
kepada saya ▾

Jum, 20 Mei 2022, 09.08 ☆ ↶ ⋮

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Hartati Hartati:

We have reached a decision regarding your submission to Jurnal Cakrawala Pendidikan, "Basketball Learning Through a Tactical Approach to Creativity and Learning Motivation".

Our decision is: Revisions Required

Please revise your paper according to the reviewers comments below and also the comments in the soft-copy of your article (file attached), then highlight in yellow the revised part. Return the revised manuscript within 2 weeks (14 days) to be considered for the ... publication.

If you have any questions, please let us know

Thank you very much

Best regards

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Cakrawala Pendidikan  
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Reviewer's comments:

1. The article needs improvement in term of language.
2. One paragraph consists of at least 3 sentences.
3. Major problems on the citation consistency. Please follow the author's guideline.
4. Creativity is hard to measure. Please describe what elements of the construct you used in this study. Also, there is no literature being reviewed concerning tactical approach and its usefulness to help student become creative. What are the previous studies informing us about specific aspects of the tactical approach that could facilitate students' creativity? If you could not provide this information, the relation of your study and its theoretical foundation are too stretch.
5. What were the treatments? Need to be clear and descriptive. How long? How frequent? Etc.
6. Who gave the treatment? What were his/her knowledge, years of experience, credentials to teach activities with TGFU or tactical approach? Failure to deliver the approach correctly would ruin the experiment.

## Improving Creativity and Learning Motivation in Basketball through Tactical Approach

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**Abstract:** Students assume that learning basketball is less fun and students don't seem interested in following it. The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method in this study uses the "pre-experimental design" method in the form of "intact-group comparison". The sample in this study was grade VII students of State Junior High School 4 Lubuklinggau with a total sample of 60 students. The instrument in this study used a creativity and motivation questionnaire using a Likert scale calculation. The results of research creativity obtained because the value of sig 0.049 < 0.05 this proves that the experimental group has a significant influence and for learning motivation based on the results of the study obtained a significance value (sig) of 0.568, because the value of sig 0.568 > 0.05, this proves that the experimental group after receiving the treatment of the application of the tactical approach model in basketball learning has increased. The findings in this study are that there is a significant effect of the tactical approach in basketball learning on the creativity and learning motivation of the students of State Junior High School 4 Lubuklinggau.

**Keywords:** basketball, creativity, learning motivation, tactical approach

### INTRODUCTION

In general, students in Indonesia are physically not good enough in line with research (Nining W Kusnanik, 2017) was that Junior High School in West Java Indonesia needs to be improved for their physiological performance. Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in the game of basketball. The selection and use of the right learning approach is necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make it easier for students to understand and master the material presented by the teacher, and most importantly students still feel happy in participating in learning. According to Ade et al (2016) teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students. Implementation of physical education and health learning at Junior high school Number 4 Lubuklinggau, in class VII. It can be seen that the condition of students who are less interested in participating in basketball lessons at school. From the observations it was found that 80% and 20% of students were less motivated in basketball learning, this indicates that there is a need for improvement in basketball learning. Previous research on basketball is the research resulted in a basketball physical test application that can be used to evaluate the physical test of athletes and students (Hartati, Victorian, Aryanti, Destriana, & Destriani, 2018). This situation will obviously reduce students' motivation and creativity in learning. Students assume that learning basketball is less fun and students don't seem interested in following it. There are also students who are shy to do the movements ordered by the teacher, because they are afraid to make the wrong move, are afraid to get criticism from friends and are afraid to be ridiculed by their friends. This is due to the lack of socialization and the wrong use of the learning model which makes basketball learning even more unpleasant. Students assume that the game of basketball is a difficult game to learn because of the many techniques and rules that exist. So that students will feel bored faster when following basketball lessons. The conventional approach in physical education and health is thought to be able to further improve basic technical skills, but it turns out that the conventional approach is still being criticized by Griffin in (Fernando & Kamarudin, n.d.) that the skills taught before teaching subjects can understand their relationship to the actual playing situation, the result can take away the essence of the game itself. According to Ade et al (2016) the conventional approach of teachers often spends their learning time only to learn basic techniques, so that the impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. Previous research on basketball is that there is an effect of plyometric medicine ball throw exercises on the results of free shots in basketball games for students (O. N. K. Sari, Hartati, & Aryanti, 2019), this tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

(Kenedi, 2017) creativity is the ability that a person has in finding and creating something new, in a new way, a new model, and can be useful for himself and for others. Creativity can also be interpreted as a personality that produces interactions with environmental conditions. The ability to provide new ideas and apply them in problem solving which includes cognitive characteristics such as curiosity, likes to ask questions, always wants to seek new experiences can also be trained through activity tests given to students (Sambada, 2012). Thinking creatively implies that knowledge is the basic aspect and dimension of intelligence in the thinking process. The primary key to bring up critical thinking is to restructure thinking as a result of analyzing and evaluating it

effectively (Supena, Ilyas; Darmuki, Agus; Hariyadi, 2021), and the other opinion Creativity definitions and assessments have privileged thought processes over the ability to act (Fardilha & Allen, 2020) and the creativity of children will be able to grow whether the school can provide space for creativity. Child-friendly schools are school concepts that give protect students from violence, discrimination and unnatural treatments (Bukman Lian, 2018).

Learning is an activity involving teachers and students. The success of teaching and learning process are influenced by student learning motivation. The existence of student learning motivation will give spirit and learning becomes more focused for students (Emda, 2018), motivation is basic impulse that moves a person to enter into a process and be able maintain his behavior until destination goal (Lidia susanti, n.d.), and Student learning outcomes can be influenced by various factors, one of which is motivation (Palittin, Wolo, & Purwanty, 2019).

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Budi, Hidayat, & Febriani, 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. By applying the game approach can increase students' creativity. According to (R. P. Sari, Haenilah, & Sofia, 2015) children's creativity can be developed through play activities, through games children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to (Sultanengtyas, 2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. The application of a tactical approach can improve learning outcomes to play basketball for students in Sukoharjo for the 2019/2020 academic year (Adirahma, 2020). And the other reseach about basketball is determine the effectiveness of video applications for increasing motivation and game performance in children playing basketball (Lin, 2022).

Based on the description above, creativity and motivation are important factors in achieving a learning goal, for that an educator needs to anticipate or find solutions so that the two achievement factors are still owned by each student. One of them is by applying a tactical learning approach in basketball learning in physical education, sports and health, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuklinggau. The implementation of this research is expected to provide the following benefits. The implementation of this research would be able to motivate students to increase creativity and motivation in learning. The implementation of this research should be able to inspire teachers in determining the right learning approach, And the implementation of this research should can be used as input by the school in improving the quality of its teaching staff. The hypotheses in this study are there is an effect of the tactical approach on the learning creativity of State Junior High School 4 Lubuklinggau students and there is an effect of the tactical approach on the students' learning motivation of State Junior High School 4 Lubuklinggau.

## **METHODS**

This study uses the quasy experimental research method and used "pretest-posttest control group design". This design involved two randomly selected groups, one group was given treatment (experimental group) and the other was not given treatment (control group).

Population in research these are 7th grade students of State Junior High School 4 Lubuklinggau, totaling 266 people. Determination of the sample size in this study based on the Nomogram Harry King, in (Sugiyono, 2019) The calculation of the sample in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the multiplier factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4 '60$ . So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The instrument used in this research is a creativity questionnaire and student learning motivation questionnaire. The questionnaire used has been tested for validity and reliability, this is done to determine the level of suitability and clarity of the instrument. In this study the authors used a Likert scale. This scale uses positive or negative questions. Data were analyzed using normality test The data normality test was carried out with the aim of obtaining information about the normality of the data obtained. In addition, the data normality test will also determine the next step to take, namely what statistical analysis should be used, whether parametric or non-parametric statistics. The normality test of the output produced by the SPSS 24 program contains five tests of data normality analysis, namely Kolmogorov Smirnov, Shapiro-Wilk, QQ Plots, Detrended Normal QQ Plots, and Spread V.S Level Plots. For the normality test, the author refers to the analysis of Kolmogorov Smirnov, homogenitis test. The data homogeneity test was carried out after the data normality test. The purpose of the data homogeneity test is to find out that the data comes from a homogeneous sample. In addition, to determine what type of statistical analysis is then used in testing the data hypothesis. The steps taken to test the homogeneity of the data using the SPSS Series 24 software program are the same as the data normality test. The output generated from the descriptive explore of the data simultaneously produces two analyzes, namely normality and homogeneity

of data and hypothesis testing. The data hypothesis test was carried out in order to obtain conclusions from the data obtained. In testing this hypothesis, the writer took the final test in the experimental group and the control group. In this study, the t-test was used in the SPSS statistical analysis. The resulting output is 38 consisting of data decryption, homogeneity of variance test, t test, this test is used to see whether there is an effect on the tactical approach to students' creativity and motivation and whether there is a significant difference between the experimental group and the control group. The results are compared with the probability (sig).

Table 1. List of Population Grade VII Students of Junior High School Number 4 Lubuklinggau

Class	Male	Female	Total
A	14	17	31
B	14	15	29
C	14	15	29
D	15	15	30
E	15	14	29
F	16	14	30
G	14	16	30
H	14	15	29
I	13	16	29

The determination of the sample size in this study is based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4$  '60. So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The validity of the questionnaire was carried out to ensure that the questionnaires were made in accordance with the research objectives. The test was carried out using SPSS 24. The questionnaire was declared valid if  $r \text{ count} > r \text{ table}$ . The reliability of the questionnaire was calculated using SPSS 24, the minimum reliability of the questionnaire was 0.70. To determine the reliability coefficient of this questionnaire using Cronbach's alpha through the SPSS 24 program.

## FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group, pretest and posttest there is an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it is 4, 3% on creativity and 1.39% on motivation.

Table 2. Normality Test Pretest and Posttest Experimental (1) and Control (2) Creativity(C) and Motivation (M)

Group	Class	Kolmogorov-Smirnov <sup>a</sup> (C)			Kolmogorov-Smirnov <sup>a</sup> (M)		
		Statistic	df	Sig	Statistic	Df	Sig
<i>Pretest</i>	1	.142	30	.127	.089	30	.200
<i>Posttest</i>	1	.149	30	.086	.140	30	.139
<i>Pretest</i>	2	.148	30	0.92	.086	30	.200*
<i>Posttest</i>	2	.138	30	.149	.132	30	.194

Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.127 > 0.05$  and sig. posttest  $0.086 > 0.05$ , then the pretest and posttest data for the creativity of the experimental group were normally distributed, and the analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.139 > 0.05$ , then the pretest and posttest data on the motivation of the experimental group were normally distributed. Based on the analysis of Kolmogorov Smirnov, the sig. pretest  $0.092 > 0.05$  and sig. posttest  $0.149 > 0.05$ , then the pretest and posttest data for creativity in the control group were normally distributed and analysis of Kolmogorov Smirnov, the sig. pretest  $0.200 > 0.05$  and sig. posttest  $0.194 > 0.05$ , then the pretest and posttest data on the motivation of the control group were normally distributed

Homogeneity Test

Table 3. Homogeneity Test of Creativity and Motivation Pretest and Posttest Group

	Levene Statistic	df1	df2	Sig
Pretest Creativity	.395	1	58	.532
Posttest Creativity	.218	1	58	.643
Pretest Motivation	.008	1	58	.930
Posttest Motivation	.757	1	58	.388

Based on the data analysis performed, the sig. pretest  $0.532 > 0.05$  and sig. posttest  $0.643 > 0.05$ . Then the pretest and posttest data are the same (homogeneous) Based on the data analysis performed, the sig. pretest  $0.930 > 0.05$  and sig. posttest  $0.388 > 0.05$ . Then the pretest and posttest data are the same (homogeneous).

Table 4. Pretest and Posttest Result Data Creativity Groups Control

	Pretest	Posttest	Percentage Increase
Mean	42,20	44,03	4,3%
Median	42	44	4,7%
Modus	42	44	4,7%
standard deviation	4.27	2.73	36,1%

Based on the results of the pretest (pretest), then data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis on students got an average score of 42.20, median 42, mode 42 and std. deviation 4.27. the pretest data (pretest) was taken the control group did not receive treatment in the form of the application of a tactical learning model and then a retest (posttest) was carried out. Based on the results of the posttest data analysis, the students' average scores were 44.03, median 44, mode 44, and std. deviation 2.73. Based on these data, the control group has a difference of 1.83

Table 5. Pretest and Posttest Results Data Creativity Groups eksperimen

	Pretest	Posttest	Percentage Increase
Mean	41,50	46,33	11,6%
Median	42	47	11,9%
Modus	44	47	6,8%
standard deviation	4.55	2.61	42,6%

Based on the results of the pretest then data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis on students got an average score of 41.50, median 42, mode 44 and std. deviation 4.55. After the initial test data (pretest) was taken, the experimental group received treatment in the form of applying a tactical learning model and then a retest (posttest). Based on the results of the posttest data analysis, the students' average scores were 46.33, the median was 47, the mode was 47, and the std. deviation 2.61. Based on these data, the experimental group has a student average difference of 4.83.

Table 6. Testing the Creativity Hypothesis of Experimental and Control Groups

Kuisiomer	Eksperimen	control
Sig. 2-(tailed)	0.000	0.049
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, , it can be concluded that there is an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau, so the results of this study indicate that by using the tactical model there is an increase in the creativity of students at SMP Negeri 4 Lubuklinggau

Based on the table above, it is found that the significance value (sig) is 0.049. Because the value of sig  $0.049 < 0.05$ . Thus, hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach

model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the increase was not as large as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

Table 7. Pretest and Posttest Results Data Motivation

Creativity	Pretest	Posttest	Percentage Increase
Mean	45,67	53,23	16,5%
Median	46	54	17,3%
Modus	46	55	19,5%
standard deviation	6.03	3.46	42,6%

Based on the results of the pretest (pretest), then data analysis was carried out using SPSS 24. The results of the analysis of the motivational pretest data on students got an average score of 45.67, median 46, mode 46 and std. 6.03 deviation. After the initial test data (pretest) was taken, the experimental group received treatment in the form of applying a tactical learning model and then a retest (posttest). Based on the results of the posttest data analysis, the students' average score was 53.23, the median was 54, the mode was 55, and the std. deviation 3.46. Based on these data, the experimental group has an average difference of 7.56.

Table 8. Hypothesis Testing of Experimental and Control Group Motivation

Kuisisioner	Eksperimen	Kontrol
Sig. 2-(tailed)	0.000	0.568
Nilai Sig.	0.05	0.05

Based on the table above, it is found that the significance value (sig) is 0.000. Because the value of sig  $0.000 < 0.05$ . Thus, the hypothesis H1 is accepted, it can be concluded that there is an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau, so the results of this study indicate that by using the tactical model there is an increase in the learning motivation of students at Junior high school Number 4 Lubuklinggau.

Based on the table above, it is found that the significance value (sig) is 0.568. Because the value of sig  $0.568 > 0.05$ . Thus, hypothesis H1 is rejected, it can be concluded that there is no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

## Discussion

### The Influence of Tactical Approaches on Student Creativity in Junior high school

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an increase in student creativity results in basketball learning because it used a tactical approach model.

The application of a tactical approach model in basketball learning can create diverse learning that is adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students (Supriyono, 2015). Based on the research conducted, the performance and creativity of the ball game include assessment (dribble, passing, and shooting) using a tactical model (Bayu Adiyaksa Juanda, 2018). This requires students to think especially in making decisions when in the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face.

Student creativity is needed in learning, because creativity can create new situations, not monotonous and interesting so that students will be more involved in learning. The way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this, (Fauziddin, 2016) the most effective way in developing creativity in children is through games, in the simulation experiment, we completed the modeling of basketball and athletes in the process of teaching and tactical training of sports basketball. The simulation results show that the training system constructed in this paper takes many factors into account and can provide more accurate and robust feedback and guidance for tactical approach (Huang, Zhang, Zhu, Zhang, & Meng, 2019).

Commented [SN1]: Mohon ditambahkan kajian pada beberapa bagian terutama dukungan referensi terbaru.



Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuklinggau.

### **The Influence of Tactical Approaches on Student Motivation in Junior high school**

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an increase in student motivation results in basketball learning because it used a tactical approach model. Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of applying a tactical approach compared to the control group which was not treated. The application of the tactical approach in learning physical education aims to motivate students and foster student interest to be actively involved in learning and be able to perform various basic movement skills of a game through play activities

In the results of the post-test it can be seen that after the intervention, the students from the Tactical Games in Basketball unit showed significant differences motivation to those of the DIB unit in the dribble, shooting, reception, pass and move, spacing, on-ball defense and off-ball defense (González-Espinoza, García-Rubio, Feu, & Ibáñez, 2021), the other study, the tactical approach and technical approach had a significant impact on the basketball skill learning outcomes (Nur & Malik, 2021). According to (Ridwan, Darmawan, & Indiarsa, 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning, follow learning. Another opinion is (Sultanengtyas, 2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. Tactical games approach improved game performance and psychomotor domain skills of the students better than conventional approach (Burak Güneş, 2019). In basketball teaching and training, strengthening the training of tactical awareness is not only feasible, but also will deepen the players' understanding of basketball rules. Cultivating and improving athletes' observation ability and theoretical knowledge will have a profound impact on basketball games. Paying attention to the accumulation and summary of game experience is an important guarantee for improving basketball tactical awareness (Hao Pang, 2020).

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities. presenting better physical fitness. During the assessments, students with no prior basketball experience showed higher levels of top speed; experienced students had higher levels of heart rate. The Tactical Games Approach method favors the physical condition and health of primary education students, which is why this method is recommended when planning Physical Education sessions (Gamero, García-Ceberino, Ibáñez, & Feu, 2021).

Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to (Sjukur, 2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning. Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuklinggau.

### **CONCLUSIONS**

Based on the results of the study, it can be concluded that there is an effect of the tactical approach model in basketball learning on both creativity and student learning motivation at State Junior High School 4 Lubuklinggau. Research conducted on the effect of a tactical approach in basketball learning on creativity and student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.

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# Improving Creativity and Learning Motivation in Basketball through Tactical Approach

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**Abstract:** Students assumed that learning basketball is less fun and students did not seem interested in following it. The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method used in this study was "pre-experimental design" method in the form of "intact-group comparison". The sample in this study was the eleventh graders of State Junior High School 4 Lubuklinggau with total sample of 60 students. The instruments used in this study were creativity and motivation questionnaires using a Likert scale calculation. The result of research creativity showed that the p-value was lower than the significance level ( $0.049 < 0.05$ ). It means that the experimental group has a significant influence. Then, the result of learning motivation showed that the p-value was higher than the significance level ( $0.568 > 0.05$ ). It means that there was a significant improvement in experimental group after receiving the treatment of tactical approach model in basketball learning. Therefore, it can be concluded that there is a significant effect of the tactical approach in basketball learning on the creativity and learning motivation of the students at State Junior High School 4 Lubuklinggau.

**Keywords:** basketball, creativity, learning motivation, tactical approach

## INTRODUCTION

In general, students in Indonesia are physically not good enough. In line with this idea, Kusnanik & Hartati (2017) states that Junior High School students in West Java Indonesia are needed to be improved for their physiological performance. Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in basketball game. The selection and the use of the right learning approach are necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make students easier to understand and master the learning material, and the most important thing is students feel happy in participating the teaching and learning process. Teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students. Based on the implementation of physical education and health learning for the seventh graders at Junior high school Number 4 Lubuklinggau, it can be seen that the students were less interested in participating the basketball lessons at school. From the observations, it was found that 80% and 20% of students were less motivated in basketball learning, it indicated that there was a need for improvement in basketball learning. The previous related study showed that basketball physical test application that can be used to evaluate the physical test of athletes and students (Hartati, Victorian, Aryanti, Destriana, & Destriani, 2018). This situation obviously reduced students' motivation and creativity in learning. Students assumed that learning basketball was less fun and students did not seem interested in following it. There were also students who were shy to do the basketball movements because they were afraid to make the wrong moves, they were also afraid to get criticism from friends and were afraid to be ridiculed by their friends. It happened because of the lack of socialization and the wrong use of the learning model which makes basketball learning became more unpleasant. Students assumed that basketball game was a difficult game to learn because there were many techniques and rules used. So, students felt more bored during basketball lessons. The conventional approach in physical education and health was thought to be able to improve more basic technical skills, but it turned out that the conventional approach was still being criticized by Griffin in (Fernando & Kamarudin, 2018) that the skills taught before teaching subjects can understand their relationship to the actual playing situation, the result can take away the essence of the game itself. The conventional approach of teachers often spends their learning time only to learn basic techniques, so that the impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. Previous research on basketball is that there is an effect of plyometric medicine ball throw exercises on the results of free shots in basketball games for students (Sari, Hartati, & Aryanti, 2019), this tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

(Kenedi, 2017) creativity is the ability that a person has in finding and creating something new, in a new way, a new model, and can be useful for himself and for others. Creativity can also be interpreted as a personality that produces interactions with environmental conditions. The ability to provide new ideas and apply them in problem solving which includes cognitive characteristics such as curiosity, likes to ask questions, always wants to seek new experiences can also be trained through activity tests given to students (Sambada, 2012). Thinking creatively implies that knowledge is the basic aspect and dimension of intelligence in the thinking process. The primary key to bring up critical thinking is to restructure thinking as a result of analyzing and evaluating it

effectively (Supena, Darmuki, & Hariyadi, 2021). In addition, creativity definitions and assessments have privileged thought processes over the ability to act (Fardilha & Allen, 2020) and the creativity of children will be able to grow whether the school can provide space for creativity. Child-friendly schools are school concepts that give protect students from violence, discrimination and unnatural treatments (Lian, 2018).

Learning is an activity involving teachers and students. The success of teaching and learning process are influenced by student learning motivation. The existence of student learning motivation will give spirit and learning becomes more focused for students (Emda, 2018), motivation is basic impulse that moves a person to enter into a process and be able maintain his behavior until destination goal (Lidia susanti, n.d.), and student learning outcomes can be influenced by various factors, one of which is motivation (Palittin, Wolo, & Purwanti, 2019).

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Juanda, Budiman, & Ibrahim, 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. Therefore, applying the game approach can increase students' creativity. According to (Sari, Haenilah, & Sofia, 2015) children's creativity can be developed through play activities. Through games, children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to (Sultanengtyas & Darmawan 2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. The application of a tactical approach can improve learning outcomes to play basketball for students in Sukoharjo for the 2019/2020 academic year (Adirahma, 2020). And the other reseach about basketball is determine the effectiveness of video applications for increasing motivation and game performance in children playing basketball (Lin, 2022).

Based on the description above, creativity and motivation are important factors in achieving a learning goal. Therefore, an educator needs to anticipate or find solutions so that the two achievement factors are still owned by each student. One of them is by applying a tactical learning approach in basketball learning in physical education, sports and health, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuklinggau. The implementation of this research was expected to provide the following benefits. The implementation of this research would be able to motivate students to increase creativity and motivation in learning. The implementation of this research should be able to inspire teachers in determining the right learning approach. Then, the implementation of this research can be used as input by the school in improving the quality of its teaching staff. The hypotheses in this study were there was an effect of the tactical approach on the learning creativity of State Junior High School 4 Lubuklinggau students and there was an effect of the tactical approach on the students' learning motivation of State Junior High School 4 Lubuklinggau.

## **METHODS**

This study used quasy experimental research method and used "pretest-posttest control group design". This design involved two randomly selected groups, one group was given treatment (experimental group) and the other was not given treatment (control group).

The populations in this research were 266 students of the seventh graders at State Junior High School 4 Lubuklinggau. Determination of the sample size in this study based on the Nomogram Harry King, in (Sugiyono, 2019) The calculation of the sample in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the multiplier factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4 '60$ . So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The instruments used in this research were a creativity questionnaire and a student learning motivation questionnaire. The questionnaire used had been tested for validity and reliability, this was done to determine the level of suitability and clarity of the instrument. In this study, the writer used a Likert scale. This scale used positive or negative questions. The data were analyzed using normality test. The data of normality test was carried out with the aim of obtaining information about the normality of the data obtained. In addition, the normality test also determined the next step to take - whether parametric or non-parametric statistics that should be used. The normality test of the output produced by the SPSS 24 program contained five tests of data normality analysis, namely Kolmogorov Smirnov, Shapiro-Wilk, QQ Plots, Detrended Normal QQ Plots, and Spread V.S Level Plots. For the normality test, the writer used the analysis of Kolmogorov Smirnov to test the homogeneity level. The homogeneity test was carried out after the normality test. The purpose of the homogeneity test was to find out whether or not the data came from a homogeneous sample. In addition, to determine what type of statistical analysis is then used in testing the data hypothesis. The steps taken to test the homogeneity of the data using the SPSS Series 24 software program were the same as the data normality test. The output generated from the descriptive explore of the data simultaneously produced two analyzes, namely normality and homogeneity of data,

and hypothesis testing, The data hypothesis test was carried out in order to obtain conclusions from the data obtained. In testing this hypothesis, the writer took the final test in the experimental group and the control group. In this study, the t-test was used in the SPSS statistical analysis. The resulting output was 38 consisting of data decryption, homogeneity of variance test, t test. This test was used to see whether there was an effect on the tactical approach to students' creativity and motivation and whether there was a significant difference between the experimental group and the control group. The results were compared with the probability (sig). The treatment in this research was the game was modified representatively to make it easier in the form and conditions of the game, such as changes in game rules, teaching the game in general and then proceeding with division, This research was conducted once in a week according to learning activities for 3 x 40 minutes and was carried out for 4 weeks, from 3 May – 31 May 2019.

Table 1. List of Population Grade VII Students of Junior High School Number 4 Lubuklinggau

Class	Male	Female	Total
A	14	17	31
B	14	15	29
C	14	15	29
D	15	15	30
E	15	14	29
F	16	14	30
G	14	16	30
H	14	15	29
I	13	16	29

The determination of the sample size in this study was based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study used an error rate of 10%, so point 19 was obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4$  '60. So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The validity of the questionnaire was carried out to ensure that the questionnaires were made in accordance with the research objectives. The test was carried out using SPSS 24. The questionnaire was declared valid if  $r_{count} > r_{table}$ . The reliability of the questionnaire was calculated using SPSS 24, the minimum reliability of the questionnaire was 0.70. To determine the reliability coefficient of this questionnaire, the writer used Cronbach's alpha through the SPSS 24 program. Indicators of creativity are broad curiosity, often ask questions, give many ideas about a problem, are free to express opinions, have a deep sense of beauty, stand out in one field of art, are able to see a problem from various points of view, have a sense of broad humor, has imagination, original in the expression of ideas and in problem solving (Kusmijati, 2014).

## FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group, pretest and posttest there was an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it was 4,3% on creativity and 1.39% on motivation.

Table 2. Normality Test Pretest and Posttest Experimental (1) and Control (2) Creativity(C) and Motivation (M)

Group	Class	Kolmogorov-Smirnov <sup>a</sup> (C)			Kolmogorov-Smirnov <sup>a</sup> (M)		
		Statistic	Df	Sig	Statistic	Df	Sig
<i>Pretest</i>	1	.142	30	.127	.089	30	.200
<i>Posttest</i>	1	.149	30	.086	.140	30	.139
<i>Pretest</i>	2	.148	30	0.92	.086	30	.200*
<i>Posttest</i>	2	.138	30	.149	.132	30	.194

From the table above, the significance (2-tailed) of pretest and posttest in experimental group were 0.127 and 0.086. Meanwhile, the significance (2-tailed) of pretest and posttest in control group were 0.200 and 0.139. Since all of the significance values were more than 0.05, it can be concluded that the data were normally distributed.

#### Homogeneity Test

Table 3. Homogeneity Test of Creativity and Motivation Pretest and Posttest Group

	Levene's Statistic	df1	df2	Sig
Pretest Creativity	.395	1	58	.532
Posttest Creativity	.218	1	58	.643
Pretest Motivation	.008	1	58	.930
Posttest Motivation	.757	1	58	.388

The data were homogeneous if the significance was  $>0.05$ . The result of the homogeneity test showed that the significance of pretest and posttest in creativity were  $(0.532 > 0.05)$  and  $(0.643 > 0.05)$ , and the significance of pretest and posttest in motivation were  $(0.930 > 0.05)$  and  $(0.388 > 0.05)$ . Since the data were higher than 0.05, it can be concluded that both experimental and control groups were homogeneous.

Table 4. Pretest and Posttest Result Data Creativity Groups Control

	Pretest	Posttest	Percentage Increase
Mean	42,20	44,03	4,3%
Median	42	44	4,7%
Modus	42	44	4,7%
standard deviation	4.27	2.73	36,1%

Based on the results of the pretest, the data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis were students got an average score of 42.20, median 42, mode 42 and std. deviation 4.27. The pretest was taken in control group students who did not receive treatment of a tactical learning model and then a posttest was carried out. Based on the results of the posttest data analysis, the students' average scores were 44.03, median 44, mode 44, and std. deviation 2.73. Based on these data, the control group has a difference of 1.83

Table 5. Pretest and Posttest Results Data Creativity Groups eksperiment

	Pretest	Posttest	Percentage Increase
Mean	41,50	46,33	11,6%
Median	42	47	11,9%
Modus	44	47	6,8%
standard deviation	4.55	2.61	42,6%

Based on the results of the pretest then data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis on students got an average score of 41.50, median 42, mode 44 and std. deviation 4.55. After the pretest was taken, the experimental group received treatment in the form of applying a tactical learning model and then a posttest. Based on the results of the posttest data analysis, the students' average scores were 46.33, the median was 47, the mode was 47, and the std. deviation 2.61. Based on these data, the experimental group has a student average difference of 4.83.

Table 6. Testing the Creativity Hypothesis of Experimental and Control Groups

Quisioner	Experiment	Control
Sig. 2-(tailed)	0.000	0.049
Nilai Sig.	0.05	0.05

Based on the table above, it was found that the significance value (sig) was 0.000. Because the value of sig  $0.000 < 0.05$ , so it can be concluded that there was an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau, so the results of this

study indicated that by using the tactical model there was an improvement in the creativity of students at SMP Negeri 4 Lubuklinggau

Based on the table above, it was found that the significance value (sig) was 0.049. Because the value of sig  $0.049 < 0.05$ , so, hypothesis H1 was accepted. It can be concluded that there was an effect of the tactical approach model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the improvement was not as higher as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

Table 7. Pretest and Posttest Results Data Motivation Control

Creativity	Pretest	Posttest	Percentage Increase
Mean	46,03	46,67	1,39%
Median	46	46	1,08%
Modus	50	45	-10%
standard deviation	5,79	3.90	32,6%

Table 8. Pretest and Posttest Results Data Motivation Experiment

Creativity	Pretest	Posttest	Percentage Increase
Mean	45,67	53,23	16,5%
Median	46	54	17,3%
Modus	46	55	19,5%
standard deviation	6.03	3.46	42,6%

Based on the results of the pretest, then data analysis was carried out using SPSS 24. The results of the analysis of the motivational pretest data on students got an average score of 45.67, median 46, mode 46 and std. 6.03 deviation. After the pretest was taken, the experimental group received treatment in the form of applying a tactical learning model and then posttest. Based on the results of the posttest data analysis, the students' average score was 53.23, the median was 54, the mode was 55, and the std. deviation 3.46. Based on these data, the experimental group has an average difference of 7.56.

Table 9. Hypothesis Testing of Experimental and Control Group Motivation

Quisioner	Experiment	Control
Sig. 2-(tailed)	0.000	0.568
Nilai Sig.	0.05	0.05

Based on the table above, it was found that the significance value (sig) was 0.000. Because the value of sig  $0.000 < 0.05$ , thus, the hypothesis H1 was accepted. It can be concluded that there was an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau, so the results of this study indicated that by using the tactical model there was an improvement in the learning motivation of students at Junior high school Number 4 Lubuklinggau.

Based on the table above, it was found that the significance value (sig) was 0.568. Because the value of sig  $0,568 > 0,05$ , thus, hypothesis H1 was rejected. It can be concluded that there was no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

## Discussion

### The Influence of Tactical Approaches on Student Creativity in Junior high school

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an improvement in students creativity results in basketball learning because it used a tactical approach model.

The application of a tactical approach model in basketball learning can create diverse learning that was adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. The rationale for a tactical games model was based on three important concepts: (a) interest and excitement of students: learning through games not about games (b)



creation of critical conditions with appropriate questions: the uniqueness of the games lies in decision making - deciding what to do in a specific game situation is critical to game performance and (c) transfer of tactical knowledge in games (Mitchell, Mitchell, Oslin, & Griffin, 2020). Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students (Supriyono, 2015). Based on the research conducted, the performance and creativity of the ball game include assessment (dribble, passing, and shooting) using a tactical model ( Juanda, Budiman, & Ibrahim, 2018). This requires students to think especially in making decisions during the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face, that the tactical approach provides fun or excitement, and excitement in carrying out game learning activities, (Sucipto, 2019).

Students' creativity is needed in learning, because creativity can create new situations, not monotonous, and interesting so that students will be more involved. In research of (Ginanjar, 2014) the tactical approach model in basketball learning has an influence on students' creativity. In line with this idea, Wiranata (2017) stated that the implementation of a tactical approach in learning handball games can increase the creativity of class 2 Lembang students. Learning for students to be able to find interesting forms of games so as to provide opportunities for students to think creatively and students' creative forms also develop in the form of skills that appear when playing in the field (Dupri, Nazirun, & Candra, 2021)

Learning, the way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari, Haenilah, & Sofia (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this idea, (Fauziddin, 2016) the most effective way in developing creativity in children is through games, in the simulation experiment, we completed the modeling of basketball and athletes in the process of teaching and tactical training of sports basketball. The tactical approach learning model emphasizes the function of playing skills in game situations, meaning that productivity in performing playing skills takes precedence over the process of performing techniques. By placing more emphasis on the function of playing skills, students are required to always be creative and sensitive to the direction of the ball (Rokhayati, Nur, Gandana, & Elan 2016), So from this explanation, the tactical approach is useful for increasing the creativity of students The simulation results show that the training system constructed in this paper takes many factors into account and can provide more accurate and robust feedback and guidance for tactical approach (Huang, Zhang, Zhu, Zhang, & Meng, 2019), in other reasearch the present study suggests that students involved in a tactical games pedagogical approach unit of generic invasion games present better on-the-ball decision making, when compared with a technique-oriented pedagogical group. Furthermore, this study provides evidence that the tactical games approach offers students with moremotor engagement time opportunities.( Gouveia, Gouveia, Marques, Kliegel, Rodrigues, Prudente, Ihle, 2019)

Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuklinggau.

### **The Influence of Tactical Approaches on Student Motivation in Junior high school**

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an improvement in student motivation results in basketball learning because it used a tactical approach model. Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of applying a tactical approach compared to the control group which was not treated in the same way. The application of the tactical approach in learning physical education aims to motivate students and foster student interest to be actively involved in learning and be able to perform various basic movement skills of a game through play activities

In the results of the post-test it can be seen that the students from the Tactical Games in Basketball unit showed significant differences motivation to those of the DIB unit in the dribble, shooting, reception, pass and move, spacing, on-ball defense and off-ball defense (González, Rubio, Feu, & Ibáñez, 2021), the other study, the tactical approach and technical approach had a significant impact on the basketball skill learning outcomes (Nur & Malik, 2021).According to (Ridwan, Darmawan, & Indiarsa, 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning. follow learning. Another opinion is (Sultanengtyas & Darmawan, 2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. Tactical games approach improved game performance and psychomotor domain skills of the students better than conventional approach (Güneş & Yılmaz, 2019), In basketball teaching and training, strengthening the training of tactical awareness is not only feasible, but also will deepen the players' understanding of basketball rules. Cultivating and improving athletes' observation ability and theoretical knowledge will have a

profound impact on basketball games. Paying attention to the accumulation and summary of game experience is an important guarantee for improving basketball tactical awareness (Pang, 2020).

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities. presenting better physical fitness. During the assessments, students with no prior basketball experience showed higher levels of top speed; experienced students had higher levels of heart rate. The Tactical Games Approach method favors the physical condition and health of primary education students, which is why this method is recommended when planning Physical Education sessions (Gamero, García-Ceberino, Ibáñez, & Feu, 2021), and Students' learning motivation in the tactical group has a greater influence than the traditional group (Mulyana, 2016), the use of a tactical game approach to student learning interest is the acquisition of the average value of learning interest after the tactical approach treatment is higher than before the tactical approach treatment (Hidayat & Ghufron, 2012) Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to (Sjukur, 2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning, and the reasearch of (Rokhayati, Nur, Gandana, & Elan, 2016) increase in students' learning motivation who is taught through a tactical learning approach is better than students who are taught through a conventional learning approach, Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuklinggau.

## CONCLUSIONS

Based on the results of the study, it can be concluded that there was an effect of the tactical approach model in basketball learning on both creativity and student learning motivation at State Junior High School 4 Lubuklinggau. Research conducted on the effect of a tactical approach in basketball learning on creativity and student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.

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Reviewer's comments:

- Need thorough technical editing. Example: when you cite a source(s) the name of the author(s) should not be within the parentheses.
  - (Kenedi, 2017) creativity is the ability—Should be “According to Kenedi (2017), creativity is...
  - According to (Juanda, Budiman, & Ibrahim, 2020) the tactical approach is...-- Should be “According to Juanda, Budiman, and Ibrahim (2020) the tactical approach is...
  - One paragraph has to consist of at least three sentences.
  - Check for some typos.

## Improving Creativity and Learning Motivation in Basketball through Tactical Approach

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**Abstract:** Students assumed that learning basketball is less fun and students did not seem interested in following it. The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method used in this study was "pre-experimental design" method in the form of "intact-group comparison". The sample in this study was the eleventh graders of State Junior High School 4 Lubuklinggau with total sample of 60 students. The instruments used in this study were creativity and motivation questionnaires using a Likert scale calculation. The result of research creativity showed that the p-value was lower than the significance level ( $0.049 < 0.05$ ). It means that the experimental group has a significant influence. Then, the result of learning motivation showed that the p-value was higher than the significance level ( $0.568 > 0.05$ ). It means that there was a significant improvement in experimental group after receiving the treatment of tactical approach model in basketball learning. Therefore, it can be concluded that there is a significant effect of the tactical approach in basketball leaning on the creativity and learning motivation of the students at State Junior High School 4 Lubuklinggau.

**Keywords:** basketball, creativity, learning motivation, tactical approach

### INTRODUCTION

In general, students in Indonesia are physically not good enough. In line with this idea, Kusnanik & Hartati (2017) states that Junior High School students in West Java Indonesia are needed to be improved for their physiological performance. Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in basketball game. The selection and the use of the right learning approach are necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make students easier to understand and master the learning material, and the most important thing is students feel happy in participating the teaching and learning process. Teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students. Based on the implementation of physical education and health learning for the seventh graders at Junior high school Number 4 Lubuklinggau, it can be seen that the students were less interested in participating the basketball lessons at school. From the observations, it was found that 80% and 20% of students were less motivated in basketball learning, it indicated that there was a need for improvement in basketball learning. The previous related study showed that basketball physical test application that can be used to evaluate the physical test of athletes and students (Hartati, Victorian, Aryanti, Destriana, & Destriani, 2018). This situation obviously reduced students' motivation and creativity in learning. Students assumed that learning basketball was less fun and students did not seem interested in following it. There were also students who were shy to do the basketball movements because they were afraid to make the wrong moves, they were also afraid to get criticism from friends and were afraid to be ridiculed by their friends. It happened because of the lack of socialization and the wrong use of the learning model which makes basketball learning became more unpleasant. Students assumed that basketball game was a difficult game to learn because there were many techniques and rules used. So, students felt more bored during basketball lessons. The conventional approach in physical education and health was thought to be able to improve more basic technical skills, but it turned out that the conventional approach was still being criticized by Griffin in (Fernando & Kamarudin, 2018) that the skills taught before teaching subjects can understand their relationship to the actual playing situation, the result can take away the essence of the game itself. The conventional approach of teachers often spends their learning time only to learn basic techniques, so that the impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. Previous research on basketball is that there is an effect of plyometric medicine ball throw exercises on the results of free shots in basketball games for students (Sari, Hartati, & Aryanti, 2019), this tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

(Kenedi, 2017) creativity is the ability that a person has in finding and creating something new, in a new way, a new model, and can be useful for himself and for others. Creativity can also be interpreted as a personality that produces interactions with environmental conditions. The ability to provide new ideas and apply them in problem solving which includes cognitive characteristics such as curiosity, likes to ask questions, always wants to seek new experiences can also be trained through activity tests given to students (Sambada, 2012). Thinking creatively implies that knowledge is the basic aspect and dimension of intelligence in the thinking process. The primary key to bring up critical thinking is to restructure thinking as a result of analyzing and evaluating it

effectively (Supena, Darmuki, & Hariyadi, 2021). In addition, creativity definitions and assessments have privileged thought processes over the ability to act (Fardilha & Allen, 2020) and the creativity of children will be able to grow whether the school can provide space for creativity. Child-friendly schools are school concepts that give protect students from violence, discrimination and unnatural treatments (Lian, 2018).

Learning is an activity involving teachers and students. The success of teaching and learning process are influenced by student learning motivation. The existence of student learning motivation will give spirit and learning becomes more focused for students (Emda, 2018), motivation is basic impulse that moves a person to enter into a process and be able maintain his behavior until destination goal (Lidia susanti, n.d.), and student learning outcomes can be influenced by various factors, one of which is motivation (Palittin, Wolo, & Purwanti, 2019).

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Juanda, Budiman, & Ibrahim, 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. Therefore, applying the game approach can increase students' creativity. According to (Sari, Haenilah, & Sofia, 2015) children's creativity can be developed through play activities. Through games, children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to (Sultanengtyas & Darmawan 2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. The application of a tactical approach can improve learning outcomes to play basketball for students in Sukoharjo for the 2019/2020 academic year (Adirahma, 2020). And the other reseach about basketball is determine the effectiveness of video applications for increasing motivation and game performance in children playing basketball (Lin, 2022).

Based on the description above, creativity and motivation are important factors in achieving a learning goal. Therefore, an educator needs to anticipate or find solutions so that the two achievement factors are still owned by each student. One of them is by applying a tactical learning approach in basketball learning in physical education, sports and health, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuklinggau. The implementation of this research was expected to provide the following benefits. The implementation of this research would be able to motivate students to increase creativity and motivation in learning. The implementation of this research should be able to inspire teachers in determining the right learning approach. Then, the implementation of this research can be used as input by the school in improving the quality of its teaching staff. The hypotheses in this study were there was an effect of the tactical approach on the learning creativity of State Junior High School 4 Lubuklinggau students and there was an effect of the tactical approach on the students' learning motivation of State Junior High School 4 Lubuklinggau.

## **METHODS**

This study used quasy experimental research method and used "pretest-posttest control group design". This design involved two randomly selected groups, one group was given treatment (experimental group) and the other was not given treatment (control group).

The populations in this research were 266 students of the seventh graders at State Junior High School 4 Lubuklinggau. Determination of the sample size in this study based on the Nomogram Harry King, in (Sugiyono, 2019) The calculation of the sample in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the multiplier factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4 '60$ . So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The instruments used in this research were a creativity questionnaire and a student learning motivation questionnaire. The questionnaire used had been tested for validity and reliability, this was done to determine the level of suitability and clarity of the instrument. In this study, the writer used a Likert scale. This scale used positive or negative questions. The data were analyzed using normality test. The data of normality test was carried out with the aim of obtaining information about the normality of the data obtained. In addition, the normality test also determined the next step to take - whether parametric or non-parametric statistics that should be used. The normality test of the output produced by the SPSS 24 program contained five tests of data normality analysis, namely Kolmogorov Smirnov, Shapiro-Wilk, QQ Plots, Detrended Normal QQ Plots, and Spread V.S Level Plots. For the normality test, the writer used the analysis of Klomogorov Smirnov to test the homogeneity level. The homogeneity test was carried out after the normality test. The purpose of the homogeneity test was to find out whether or not the data came from a homogeneous sample. In addition, to determine what type of statistical analysis is then used in testing the data hypothesis. The steps taken to test the homogeneity of the data using the SPSS Series 24 software program were the same as the data normality test. The output generated from the descriptive explore of the data simultaneously produced two analyzes, namely normality and homogeneity of data,

and hypothesis testing. The data hypothesis test was carried out in order to obtain conclusions from the data obtained. In testing this hypothesis, the writer took the final test in the experimental group and the control group. In this study, the t-test was used in the SPSS statistical analysis. The resulting output was 38 consisting of data decryption, homogeneity of variance test, t test. This test was used to see whether there was an effect on the tactical approach to students' creativity and motivation and whether there was a significant difference between the experimental group and the control group. The results were compared with the probability (sig). The treatment in this research was the game was modified representatively to make it easier in the form and conditions of the game, such as changes in game rules, teaching the game in general and then proceeding with division. This research was conducted once in a week according to learning activities for 3 x 40 minutes and was carried out for 4 weeks, from 3 May – 31 May 2019.

Table 1. List of Population Grade VII Students of Junior High School Number 4 Lubuklinggau

Class	Male	Female	Total
A	14	17	31
B	14	15	29
C	14	15	29
D	15	15	30
E	15	14	29
F	16	14	30
G	14	16	30
H	14	15	29
I	13	16	29

The determination of the sample size in this study was based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study used an error rate of 10%, so point 19 was obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4$ . So, the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The validity of the questionnaire was carried out to ensure that the questionnaires were made in accordance with the research objectives. The test was carried out using SPSS 24. The questionnaire was declared valid if  $r \text{ count} > r \text{ table}$ . The reliability of the questionnaire was calculated using SPSS 24, the minimum reliability of the questionnaire was 0.70. To determine the reliability coefficient of this questionnaire, the writer used Cronbach's alpha through the SPSS 24 program. Indicators of creativity are broad curiosity, often ask questions, give many ideas about a problem, are free to express opinions, have a deep sense of beauty, stand out in one field of art, are able to see a problem from various points of view, have a sense of broad humor, has imagination, original in the expression of ideas and in problem solving (Kusmijati, 2014).

## FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group, pretest and posttest there was an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it was 4.3% on creativity and 1.39% on motivation.

Table 2. Normality of Pretest and Posttest of Creativity(C) and Motivation (M) score in Experimental and Control group

Group	Test	Kolmogorov-Smirnov <sup>a</sup> (C)			Kolmogorov-Smirnov <sup>a</sup> (M)		
		Statistic	df	Sig	Statistic	Df	Sig
Experimental	Pretest	.142	30	.127	.089	30	.200
	Posttest	.149	30	.086	.140	30	.139
Control	Pretest	.148	30	.92	.086	30	.200*
	Posttest	.138	30	.149	.132	30	.194

Commented [SN1]: Mohon table diperbaiki.



From the table above, the significance (2-tailed) of pretest and posttest in experimental group were 0.127 and 0.086. Meanwhile, the significance (2-tailed) of pretest and posttest in control group were 0.200 and 0.139. Since all of the significance values were more than 0.05, it can be concluded that the data were normally distributed.

Homogeneity Test

Table 3. Homogeneity Test of Creativity and Motivation Pretest and Posttest Group

	Levene's Statistic	df1	df2	Sig.
Pretest Creativity	.395	1	58	.532
Posttest Creativity	.218	1	58	.643
Pretest Motivation	.008	1	58	.930
Posttest Motivation	.757	1	58	.388

Commented [SN2]: Mohon dibuat seperti table 2

The data were homogeneous if the significance was >0.05. The result of the homogeneity test showed that the significance of pretest and posttest in creativity were (0.532>0.05) and (0.643>0.05), and the significance of pretest and posttest in motivation were (0.930>0.05) and (0.388>0.05). Since the data were higher than 0.05, it can be concluded that both experimental and control groups were homogeneous.

Table 4. The Pretest and Posttest of Creativity Score

Groups	Pretest		Posttest		Sig.
	Mean	SD	Mean	SD	
Control	42.20	4.27	44.03	2.73	0.049
Experiment	41.50	4.55	46.33	2.61	0.000

Commented [SN3]: Berdasarkan data ini, buatlah gambar/grafik yang memperlihatkan perbedaan kedua grup dari segi kreativitas.

Based on the results of the pretest, the data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis were students got an average score of 42.20, median 42, mode 42 and std. deviation 4.27. The pretest was taken in control group students who did not receive treatment of a tactical learning model and then a posttest was carried out. Based on the results of the posttest data analysis, the students' average scores were 44.03, median 44, mode 44, and std. deviation 2.73. Based on these data, the control group has a difference of 1.83. The results of the creativity pretest data analysis on students got an average score of 41.50, median 42, mode 44 and std. deviation 4.55. After the pretest was taken, the experimental group received treatment in the form of applying a tactical learning model and then a posttest. Based on the results of the posttest data analysis, the students' average scores were 46.33, the median was 47, the mode was 47, and the std. deviation 2.61. Based on these data, the experimental group has a student average difference of 4.83. It was found that the significance value (sig) was 0.000 < 0.05. It can be concluded that there was an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau, so the results of this study indicated that by using the tactical model there was an improvement in the creativity of students at SMP Negeri 4 Lubuklinggau. It was found that the significance value (sig) was 0.049 < 0.05. It can be concluded that there was an effect of the tactical approach model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the improvement was not as higher as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

Table 5. The Pretest and Posttest of Motivation Score

Groups	Pretest		Posttest		Sig.
	Mean	SD	Mean	SD	
Control	46.03	5.79	46.67	3.90	0.568
Experiment	45.67	6.03	53.23	3.46	0.000

Commented [SN4]: Berdasarkan data ini, buatlah gambar/grafik yang memperlihatkan perbedaan kedua grup dari segi motivation.

Based on the results of the pretest, then data analysis was carried out using SPSS 24. The results of the analysis of the motivational pretest data on students got an average score of 45.67, median 46, mode 46 and std. 6.03 deviation. After the pretest was taken, the experimental group received treatment in the form of applying a tactical learning model and then posttest. Based on the results of the posttest data analysis, the students' average

score was 53.23, the median was 54, the mode was 55, and the std. deviation 3.46. Based on these data, the experimental group has an average difference of 7.56. Based on the table above, it was found that the significance value (sig) was 0.000. Because the value of sig  $0.000 < 0.05$ , thus, the hypothesis H1 was accepted. It can be concluded that there was an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau, so the results of this study indicated that by using the tactical model there was an improvement in the learning motivation of students at Junior high school Number 4 Lubuklinggau. Based on the table above, it was found that the significance value (sig) was 0.568. Because the value of sig  $0.568 > 0.05$ , thus, hypothesis H1 was rejected. It can be concluded that there was no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

## **Discussion**

### **The Influence of Tactical Approaches on Junior high school Student's Creativity**

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an improvement in students' creativity results in basketball learning because it used a tactical approach model. The application of a tactical approach model in basketball learning can create diverse learning that was adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. The rationale for a tactical games model was based on three important concepts: (a) interest and excitement of students: learning through games not about games (b) creation of critical conditions with appropriate questions: the uniqueness of the games lies in decision making - deciding what to do in a specific game situation is critical to game performance and (c) transfer of tactical knowledge in games (Mitchell, Mitchell, Oslin, & Griffin, 2020). Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students (Supriyono, 2015). Based on the research conducted, the performance and creativity of the ball game include assessment (dribble, passing, and shooting) using a tactical model ( Juanda, Budiman, & Ibrahim, 2018). This requires students to think especially in making decisions during the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face, that the tactical approach provides fun or excitement, and excitement in carrying out game learning activities, (Sucipto, 2019). Students' creativity is needed in learning, because creativity can create new situations, not monotonous, and interesting so that students will be more involved. In research of (Ginanjari, 2014) the tactical approach model in basketball learning has an influence on students' creativity. In line with this idea, Wiranata (2017) stated that the implementation of a tactical approach in learning handball games can increase the creativity of class 2 Lembang students. Learning for students to be able to find interesting forms of games so as to provide opportunities for students to think creatively and students' creative forms also develop in the form of skills that appear when playing in the field (Dupri, Nazirun, & Candra, 2021).

Learning, the way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari, Haenilah, & Sofia (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this idea, (Fauziddin, 2016) the most effective way in developing creativity in children is through games, in the simulation experiment, we completed the modeling of basketball and athletes in the process of teaching and tactical training of sports basketball. The tactical approach learning model emphasizes the function of playing skills in game situations, meaning that productivity in performing playing skills takes precedence over the process of performing techniques. By placing more emphasis on the function of playing skills, students are required to always be creative and sensitive to the direction of the ball (Rokhayati, Nur, Gandana, & Elan 2016). So from this explanation, the tactical approach is useful for increasing the creativity of students The simulation results show that the training system constructed in this paper takes many factors into account and can provide more accurate and robust feedback and guidance for tactical approach (Huang, Zhang, Zhu, Zhang, & Meng, 2019), in other reasearch the present study suggests that students involved in a tactical games pedagogical approach unit of generic invasion games present better on-the-ball decision making, when compared with a technique-oriented pedagogical group. Furthermore, this study provides evidence that the tactical games approach offers students with more motor engagement time

opportunities.( Gouveia, Gouveia, Marques, Kliegel, Rodrigues, Prudente, Ihle, 2019). Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuklinggau.

### **The Influence of Tactical Approaches on Student Motivation in Junior high school**

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an improvement in student motivation in basketball learning because it used a tactical approach model. Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of applying a tactical approach compared to the control group which was not treated in the same way. The application of the tactical approach in learning physical education aims to motivate students and foster student interest to be actively involved in learning and be able to perform various basic movement skills of a game through play activities

In the results of the post-test it can be seen that the students from the Tactical Games in Basketball unit showed significant differences motivation to those of the DIB unit in the dribble, shooting, reception, pass and move, spacing, on-ball defense and off-ball defense (González, Rubio, Feu, & Ibáñez, 2021), the other study, the tactical approach and technical approach had a significant impact on the basketball skill learning outcomes (Nur & Malik, 2021).According to (Ridwan, Darmawan, & Indiarso, 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning. follow learning. Another opinion is (Sultanengtyas & Darmawan, 2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. Tactical games approach improved game performance and psychomotor domain skills of the students better than conventional approach (Güneş & Yılmaz, 2019), In basketball teaching and training, strengthening the training of tactical awareness is not only feasible, but also will deepen the players' understanding of basketball rules. Cultivating and improving athletes' observation ability and theoretical knowledge will have a profound impact on basketball games. Paying attention to the accumulation and summary of game experience is an important guarantee for improving basketball tactical awareness (Pang, 2020).

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities. presenting better physical fitness. During the assessments, students with no prior basketball experience showed higher levels of top speed; experienced students had higher levels of heart rate. The Tactical Games Approach method favors the physical condition and health of primary education students, which is why this method is recommended when planning Physical Education sessions (Gamero, García-Ceberino, Ibáñez, & Feu, 2021), and Students' learning motivation in the tactical group has a greater influence than the traditional group (Mulyana, 2016), the use of a tactical game approach to student learning interest is the acquisition of the average value of learning interest after the tactical approach treatment is higher than before the tactical approach treatment (Hidayat & Ghufro, 2012) Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to (Sjukur, 2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning, and the reasearch of (Rokhayati, Nur, Gandana, & Elan, 2016) increase in students' learning motivation who is taught through a tactical learning approach is better than students who are taught through a conventional learning approach, Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuklinggau.

### **CONCLUSIONS**

Based on the results of the study, it can be concluded that there was an effect of the tactical approach model in basketball learning on both creativity and student learning motivation at State Junior High School 4 Lubuklinggau. Research conducted on the effect of a tactical approach in basketball learning on creativity and

student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.

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# Improving Creativity and Learning Motivation in Basketball through Tactical Approach

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**Abstract:** Students assumed that learning basketball is less fun and students did not seem interested in following it. The purpose of this study was to determine the effect of a tactical approach in basketball learning on creativity and motivation. The method used in this study was "pre-experimental design" method in the form of "intact-group comparison". The sample in this study was the eleventh graders of State Junior High School 4 Lubuklinggau with total sample of 60 students. The instruments used in this study were creativity and motivation questionnaires using a Likert scale calculation. The result of research creativity showed that the p-value was lower than the significance level ( $0.049 < 0.05$ ). It means that the experimental group has a significant influence. Then, the result of learning motivation showed that the p-value was higher than the significance level ( $0.568 > 0.05$ ). It means that there was a significant improvement in experimental group after receiving the treatment of tactical approach model in basketball learning. Therefore, it can be concluded that there is a significant effect of the tactical approach in basketball learning on the creativity and learning motivation of the students at State Junior High School 4 Lubuklinggau.

**Keywords:** basketball, creativity, learning motivation, tactical approach

## INTRODUCTION

In general, students in Indonesia are physically not good enough. In line with this idea, Kusnanik & Hartati (2017) states that Junior High School students in West Java Indonesia are needed to be improved for their physiological performance. Basketball learning in schools aims to teach students about the basic concepts of technique and tactics in basketball game. The selection and the use of the right learning approach are necessary in supporting the success of a teacher in teaching. The use of the right learning approach can make students easier to understand and master the learning material, and the most important thing is students feel happy in participating the teaching and learning process. Teachers must be able to plan, define and implement an effective learning approach to create the expected learning outcomes based on the demands and characteristics of students. Based on the implementation of physical education and health learning for the seventh graders at Junior high school Number 4 Lubuklinggau, it can be seen that the students were less interested in participating the basketball lessons at school. From the observations, it was found that 80% and 20% of students were less motivated in basketball learning, it indicated that there was a need for improvement in basketball learning. The previous related study showed that basketball physical test application that can be used to evaluate the physical test of athletes and students (Hartati, Victorian, Aryanti, Destriana, & Destriani, 2018). This situation obviously reduced students' motivation and creativity in learning. Students assumed that learning basketball was less fun and students did not seem interested in following it. There were also students who were shy to do the basketball movements because they were afraid to make the wrong moves, they were also afraid to get criticism from friends and were afraid to be ridiculed by their friends. It happened because of the lack of socialization and the wrong use of the learning model which makes basketball learning became more unpleasant. Students assumed that basketball game was a difficult game to learn because there were many techniques and rules used. So, students felt more bored during basketball lessons. The conventional approach in physical education and health was thought to be able to improve more basic technical skills, but it turned out that the conventional approach was still being criticized by Griffin in (Fernando & Kamarudin, 2018) that the skills taught before teaching subjects can understand their relationship to the actual playing situation, the result can take away the essence of the game itself. The conventional approach of teachers often spends their learning time only to learn basic techniques, so that the impression of students on this approach is boring and less interesting because the learning situation becomes monotonous. Previous research on basketball is that there is an effect of plyometric medicine ball throw exercises on the results of free shots in basketball games for students (Sari, Hartati, & Aryanti, 2019), this tends to reduce students' creativity and motivation. For this reason, changes need to be made so that basketball learning becomes more fun for students, one of which is by applying a tactical learning model in basketball learning.

According to Kenedi (2017), creativity is the ability that a person has in finding and creating something new, in a new way, a new model, and can be useful for himself and for others. Creativity can also be interpreted as a personality that produces interactions with environmental conditions. The ability to provide new ideas and apply them in problem solving which includes cognitive characteristics such as curiosity, likes to ask questions, always wants to seek new experiences can also be trained through activity tests given to students (Sambada, 2012). Thinking creatively implies that knowledge is the basic aspect and dimension of intelligence in the thinking process. The primary key to bring up critical thinking is to restructure thinking as a result of analyzing and

evaluating it effectively (Supena, Darmuki, & Hariyadi, 2021). In addition, creativity definitions and assessments have privileged thought processes over the ability to act (Fardilha & Allen, 2020) and the creativity of children will be able to grow whether the school can provide space for creativity. Child-friendly schools are school concepts that give protect students from violence, discrimination and unnatural treatments (Lian, 2018).

Learning is an activity involving teachers and students. The success of teaching and learning process are influenced by student learning motivation. The existence of student learning motivation will give spirit and learning becomes more focused for students (Emda, 2018), motivation is basic impulse that moves a person to enter into a process and be able maintain his behavior until destination goal (Lidia susanti, n.d.), and student learning outcomes can be influenced by various factors, one of which is motivation (Palittin, Wolo, & Purwarty, 2019).

The tactical approach is a learning approach that combines techniques and tactics in the game. According to (Juanda, Budiman, & Ibrahim, 2020) the tactical approach is a game model that emphasizes the game-drill-game process, so that students will be actively involved in the learning process of the handball game. Therefore, applying the game approach can increase students' creativity. According to (Sari, Haenilah, & Sofia, 2015) children's creativity can be developed through play activities. Through games, children can optimize all their abilities. The application of a tactical approach in learning will provide a pleasant atmosphere and can motivate students to take part in learning well. According to (Sultanengtyas & Darmawan 2018) the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. The application of a tactical approach can improve learning outcomes to play basketball for students in Sukoharjo for the 2019/2020 academic year (Adirahma, 2020). And the other reseach about basketball is determine the effectiveness of video applications for increasing motivation and game performance in children playing basketball (Lin, 2022).

Based on the description above, creativity and motivation are important factors in achieving a learning goal. Therefore, an educator needs to anticipate or find solutions so that the two achievement factors are still owned by each student. One of them is by applying a tactical learning approach in basketball learning in physical education, sports and health, this study aims to determine how much influence the tactical approach in basketball learning has on the creativity and learning motivation of the students of Junior high school Number 4 Lubuklinggau. The implementation of this research was expected to provide the following benefits. The implementation of this research would be able to motivate students to increase creativity and motivation in learning. The implementation of this research should be able to inspire teachers in determining the right learning approach. Then, the implementation of this research can be used as input by the school in improving the quality of its teaching staff. The hypotheses in this study were there was an effect of the tactical approach on the learning creativity of State Junior High School 4 Lubuklinggau students and there was an effect of the tactical approach on the students' learning motivation of State Junior High School 4 Lubuklinggau.

## **METHODS**

This study used quasy experimental research method and used "pretest-posttest control group design". This design involved two randomly selected groups, one group was given treatment (experimental group) and the other was not given treatment (control group). The populations in this research were 266 students of the seventh graders at State Junior High School 4 Lubuklinggau. Determination of the sample size in this study based on the Nomogram Harry King, in (Sugiyono, 2019) The calculation of the sample in this study uses an error rate of 10%, so point 19 is obtained with a 95% confidence level, then the multiplier factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4 '60$ . So the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique.

The instruments used in this research were a creativity questionnaire and a student learning motivation questionnaire. The questionnaire used had been tested for validity and reliability, this was done to determine the level of suitability and clarity of the instrument. In this study, the writer used a Likert scale. This scale used positive or negative questions. The data were analyzed using normality test. The data of normality test was carried out with the aim of obtaining information about the normality of the data obtained. In addition, the normality test also determined the next step to take - whether parametric or non-parametric statistics that should be used. The normality test of the output produced by the SPSS 24 program contained five tests of data normality analysis, namely Kolmogorov Smirnov, Shapiro-Wilk, QQ Plots, Detrended Normal QQ Plots, and Spread V.S Level Plots. For the normality test, the writer used the analysis of Kolmogorov Smirnov to test the homogeneity level. The homogeneity test was carried out after the normality test. The purpose of the homogeneity test was to find out whether or not the data came from a homogeneous sample. In addition, to determine what type of statistical analysis is then used in testing the data hypothesis. The steps taken to test the homogeneity of the data using the SPSS Series 24 software program were the same as the data normality test. The output generated from the descriptive explore of the data simultaneously produced two analyzes, namely normality and homogeneity of data, and hypothesis testing, The data hypothesis test was carried out in order to obtain conclusions from the data



obtained. In testing this hypothesis, the writer took the final test in the experimental group and the control group. In this study, the t-test was used in the SPSS statistical analysis. The resulting output was 38 consisting of data decryption, homogeneity of variance test, t test. This test was used to see whether there was an effect on the tactical approach to students' creativity and motivation and whether there was a significant difference between the experimental group and the control group. The results were compared with the probability (sig). The treatment in this research was the game was modified representatively to make it easier in the form and conditions of the game, such as changes in game rules, teaching the game in general and then proceeding with division, This research was conducted once in a week according to learning activities for 3 x 40 minutes and was carried out for 4 weeks, from 3 May – 31 May 2019.

**Table 1. List of Population Grade VII Students of Junior High School Number 4 Lubuklinggau**

Class	Male	Female	Total
A	14	17	31
B	14	15	29
C	14	15	29
D	15	15	30
E	15	14	29
F	16	14	30
G	14	16	30
H	14	15	29
I	13	16	29

The determination of the sample size in this study was based on the Harry King Nomogram, in Sugiyono (2015). The sample calculation in this study used an error rate of 10%, so point 19 was obtained with a 95% confidence level, then the digging factor = 1.195. So,  $0.19 \times 266 \times 1.195 = 60.4$ . So, the sample in this study was 60 students. Furthermore, the sample was divided into 2 groups, namely the experimental group and the control group using the ordinal pairing technique. Ordinal pairing is the separation of samples based on research subjects and two groups are obtained with the same or balanced results.

The validity of the questionnaire was carried out to ensure that the questionnaires were made in accordance with the research objectives. The test was carried out using SPSS 24. The questionnaire was declared valid if  $r \text{ count} > r \text{ table}$ . The reliability of the questionnaire was calculated using SPSS 24, the minimum reliability of the questionnaire was 0.70. To determine the reliability coefficient of this questionnaire, the writer used Cronbach's alpha through the SPSS 24 program. Indicators of creativity are broad curiosity, often ask questions, give many ideas about a problem, are free to express opinions, have a deep sense of beauty, stand out in one field of art, are able to see a problem from various points of view, have a sense of broad humor, has imagination, original in the expression of ideas and in problem solving (Kusmijati, 2014).

## FINDINGS AND DISCUSSION

Based on research on tactical approaches in basketball learning on creativity and student learning motivation in the experimental group and control group. Learning model with a tactical approach was chosen to determine the effect on the ability to play basketball and the formation of character in students. The experimental group and control group for pretest and posttest there was an increase of 11.6% in creativity and 16.5% in motivation of the experimental group while in the control group it was 4,3% on creativity and 1.39% on motivation. The data of normality values for creativity and motivation in the experimental and control groups are shown in table 1.

**Table 2. Normality of Pretest and Posttest of Creativity(C) and Motivation (M) score in Experimental and Control group**

Group	Test	Kolmogorov-Smirnov <sup>a</sup> (C)			Kolmogorov-Smirnov <sup>a</sup> (M)		
		Statistic	df	Sig	Statistic	Df	Sig
<i>Experimental</i>	<i>Pretest</i>	.142	30	.127	.089	30	.200
	<i>Posttest</i>	.149	30	.086	.140	30	.139
Control	<i>Pretest</i>	.148	30	.92	.086	30	.200*
	<i>Posttest</i>	.138	30	.149	.132	30	.194

From the table above, the significance (2-tailed) of pretest and posttest in experimental group were 0.127 and 0.086. Meanwhile, the significance (2-tailed) of pretest and posttest in control group were 0.200 and 0.139. Since all of the significance values were more than 0.05, it can be concluded that the data were normally distributed. In the normality value of the data, the posttest value is greater than the pretest value. This also applied to the normality values obtained for the elements of motivation (M) and creativity (C). In the experimental group the posttest value was greater, namely 0.49 when compared to the control group, which was 0.138.

#### Homogeneity Test

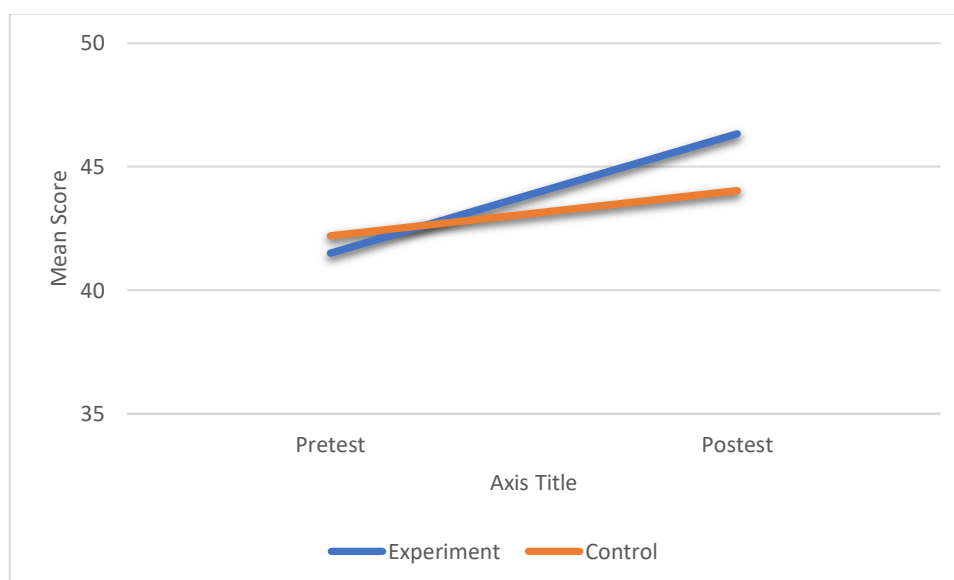
**Table 3. Homogeneity Test of Creativity and Motivation Pretest and Posttest Group**

Group	Test	Levene's Statistic	df1	df2	Sig
<i>Experimental</i>	Pretest Creativity	.395	1	58	.532
	Posttest Creativity	.218	1	58	.643
Control	Pretest Motivation	.008	1	58	.930
	Posttest Motivation	.757	1	58	.388

The data were homogeneous if the significance was  $>0.05$ . The result of the homogeneity test showed that the significance of pretest and posttest in creativity were  $(0.532 > 0.05)$  and  $(0.643 > 0.05)$ . The significance of pretest and posttest in motivation were  $(0.930 > 0.05)$  and  $(0.388 > 0.05)$ . Since the data were higher than 0.05, it can be concluded that both experimental and control groups were homogeneous.

**Table 4. The Pretest and Posttest of Creativity Score**

Groups	Pretest		Posttest		Sig.
	Mean	SD	Mean	SD	
<i>Experimental</i>	41.50	4.55	46.33	2.61	0.000
Control	42.20	4.27	44.03	2.73	0.049



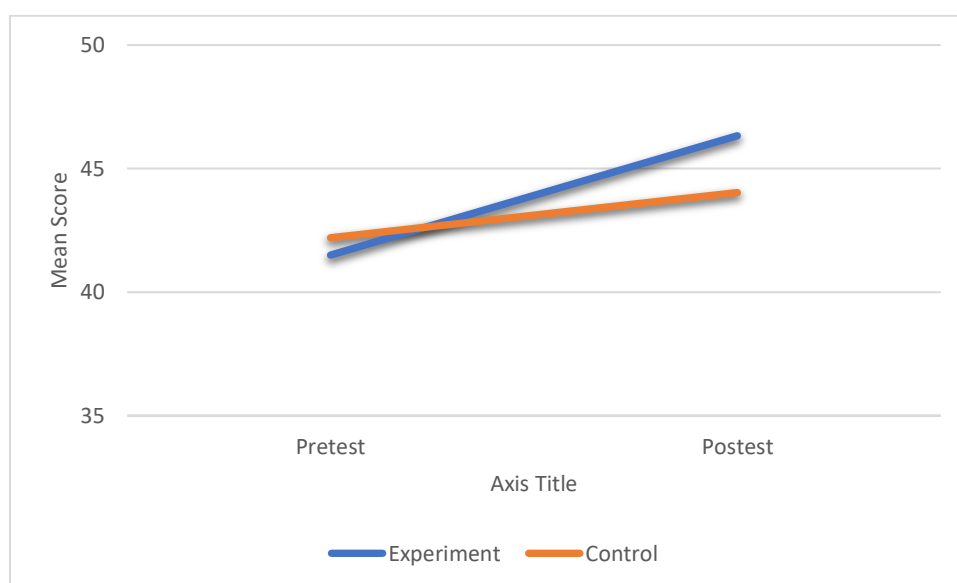
**Figure 1. The Pretest and Posttest of Creativity Score**

Based on the results of the pretest, the data analysis was carried out using SPSS 24. The results of the creativity pretest data analysis were students got an average score of 42.20, median 42, mode 42 and std. deviation 4.27. The pretest was taken in control group students who did not receive treatment of a tactical learning model and then a posttest was carried out. Based on the results of the posttest data analysis, the students' average scores were 44.03, median 44, mode 44, and std. deviation 2.73. Based on these data, the control group has a difference of 1.83. The results of the creativity pretest data analysis on students got an average score of 41.50, median 42,

mode 44 and std. deviation 4.55. After the pretest was taken, the experimental group received treatment in the form of applying a tactical learning model and then a posttest. Based on the results of the posttest data analysis, the students' average scores were 46.33, the median was 47, the mode was 47, and the std. deviation 2.61. Based on these data, the experimental group has a student average difference of 4.83. It was found that the significance value (sig) was  $0.000 < 0.05$ . It can be concluded that there was an effect of the tactical approach model on the learning creativity of the experimental group students of Junior high school Number 4 Lubuklinggau, so the results of this study indicated that by using the tactical model there was an improvement in the creativity of students at SMP Negeri 4 Lubuklinggau. It was found that the significance value (sig) was  $0.049 < 0.05$ . It can be concluded that there was an effect of the tactical approach model on the learning creativity of the control group students of Junior high school Number 4 Lubuklinggau. This happened because the control group continued to carry out learning using the conventional approach, but the improvement was not as higher as the experimental group which was given treatment in the form of applying a tactical approach to basketball learning.

**Table 5. The Pretest and Posttest of Motivation Score**

Groups	Pretest		Posttest		Sig.
	Mean	SD	Mean	SD	
Experiment	45.67	6.03	53.23	3.46	0.000
Control	46.03	5.79	46.67	3.90	0.568



**Figure 2. The Pretest and Posttest of Motivation Score**

Based on the results of the pretest, then data analysis was carried out using SPSS 24. The results of the analysis of the motivational pretest data on students got an average score of 45.67, median 46, mode 46 and std. 6.03 deviation. After the pretest was taken, the experimental group received treatment in the form of applying a tactical learning model and then posttest. Based on the results of the posttest data analysis, the students' average score was 53.23, the median was 54, the mode was 55, and the std. deviation 3.46. Based on these data, the experimental group has an average difference of 7.56. Based on the table above, it was found that the significance value (sig) was 0.000. Because the value of sig  $0.000 < 0.05$ , thus, the hypothesis H1 was accepted. It can be concluded that there was an effect of the tactical approach model on the learning motivation of the experimental group students of S Junior high school Number 4 Lubuklinggau, so the results of this study indicated that by using the tactical model there was an improvement in the learning motivation of students at Junior high school Number 4 Lubuklinggau. Based on the table above, it was found that the significance value (sig) was 0.568. Because the value of sig  $0.568 > 0.05$ , thus, hypothesis H1 was rejected. It can be concluded that there was no effect of the tactical approach model on the learning motivation of the control group students of Junior high school Number 4 Lubuklinggau.

## **Discussion**

### **The Influence of Tactical Approaches on Junior high school Student's Creativity**

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an improvement in students' creativity results in basketball learning because it used a tactical approach model. The application of a tactical approach model in basketball learning can create diverse learning that was adapted to the actual game conditions. Such as the relationship between game tactics, where students try to solve every problem that arises in a game with changing situations. The rationale for a tactical games model was based on three important concepts: (a) interest and excitement of students: learning through games not about games (b) creation of critical conditions with appropriate questions: the uniqueness of the games lies in decision making - deciding what to do in a specific game situation is critical to game performance and (c) transfer of tactical knowledge in games (Mitchell, Mitchell, Oslin, & Griffin, 2020). Creativity as a process of giving ideas in dealing with a problem, as a process of playing as ideas in thinking is a fun and challenging preoccupation for creative students (Supriyono, 2015). Based on the research conducted, the performance and creativity of the ball game include assessment (dribble, passing, and shooting) using a tactical model ( Juanda, Budiman, & Ibrahim, 2018). This requires students to think especially in making decisions during the game. In addition, the application of a tactical approach model in basketball learning will be able to stimulate students to think creatively to solve the problems they face, that the tactical approach provides fun or excitement, and excitement in carrying out game learning activities, (Sucipto, 2019). Students' creativity is needed in learning, because creativity can create new situations, not monotonous, and interesting so that students will be more involved. In research of (Ginanjar, 2014) the tactical approach model in basketball learning has an influence on students' creativity. In line with this idea, Wiranata (2017) stated that the implementation of a tactical approach in learning handball games can increase the creativity of class 2 Lembang students. Learning for students to be able to find interesting forms of games so as to provide opportunities for students to think creatively and students' creative forms also develop in the form of skills that appear when playing in the field (Dupri, Nazirun, & Candra, 2021).

Learning, the way to increase student learning creativity can be through a learning game as well as in the tactical approach model that is applied in basketball learning. According to Sari, Haenilah, & Sofia (2015) children's creativity can be developed through playing activities, through games children can optimize all their abilities. In line with this idea, (Fauziddin, 2016) the most effective way in developing creativity in children is through games, in the simulation experiment, we completed the modeling of basketball and athletes in the process of teaching and tactical training of sports basketball. The tactical approach learning model emphasizes the function of playing skills in game situations, meaning that productivity in performing playing skills takes precedence over the process of performing techniques. By placing more emphasis on the function of playing skills, students are required to always be creative and sensitive to the direction of the ball (Rokhayati, Nur, Gandana, & Elan 2016), So from this explanation, the tactical approach is useful for increasing the creativity of students The simulation results show that the training system constructed in this paper takes many factors into account and can provide more accurate and robust feedback and guidance for tactical approach (Huang, Zhang, Zhu, Zhang, & Meng, 2019), in other reasearch the present study suggests that students involved in a tactical games pedagogical approach unit of generic invasion games present better on-the-ball decision making, when compared with a technique-oriented pedagogical group. Furthermore, this study provides evidence that the tactical games approach offers students with more motor engagement time opportunities.( Gouveia, Gouveia, Marques, Kliegel, Rodrigues, Prudente, Ihle, 2019). Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing the learning creativity of students at Junior high school Number 4 Lubuklinggau.

### **The Influence of Tactical Approaches on Student Motivation in Junior high school**

The results of the study proved that the experimental group had an effect after receiving treatment for the application of the tactical approach model in basketball learning, namely an improvement in student motivation results in basketball learning because it used a tactical approach model. Based on the results of the data analysis above, it was found that the students' motivation was higher in the experimental group which was treated in the form of applying a tactical approach compared to the control group which was not treated in the same way. The application of the tactical approach in learning physical education aims to motivate students and foster student

interest to be actively involved in learning and be able to perform various basic movement skills of a game through play activities

In the results of the post-test it can be seen that the students from the Tactical Games in Basketball unit showed significant differences motivation to those of the DIB unit in the dribble, shooting, reception, pass and move, spacing, on-ball defense and off-ball defense (González, Rubio, Feu, & Ibáñez, 2021), the other study, the tactical approach and technical approach had a significant impact on the basketball skill learning outcomes (Nur & Malik, 2021). According to (Ridwan, Darmawan, & Indiarasa, 2017) the tactical approach is an approach that is more directed to the game-drill-game process or can be said to be a game approach, so using this approach will motivate students to be more active in learning. Another opinion is (Sultanengtyas & Darmawan, 2018) that the tactical approach is a learning approach that emphasizes students to be active and actively involved during the Physical Education learning process, the tactical approach will motivate students to look more active in the learning process. Tactical games approach improved game performance and psychomotor domain skills of the students better than conventional approach (Güneş & Yılmaz, 2019), In basketball teaching and training, strengthening the training of tactical awareness is not only feasible, but also will deepen the players' understanding of basketball rules. Cultivating and improving athletes' observation ability and theoretical knowledge will have a profound impact on basketball games. Paying attention to the accumulation and summary of game experience is an important guarantee for improving basketball tactical awareness (Pang, 2020).

Learning with a tactical approach model in physical education basketball game material can show a process or working method or sequence with respect to learning materials so that students are directly involved in teaching materials and minimize boredom. According to Gubacs-Collins in (Sucipto, n.d.) in a learning perspective, the tactical approach has two main assumptions, namely 1) it is carried out to increase interest and excitement greater than for students, 2) increase tactical knowledge and playing skills. for all students. Learning in the concept of the game can provide fun for students so that students do not quickly feel bored in participating in learning. According to Griffin, Mitchel & Oslin in (Yudiana, 2015) the objectives of the tactical approach, 1) Mastery of playing skills through the link between game tactics and skill development, 2) Provide fun in activities, 3) Solve problems and make decisions during play. The tactical approach model will make it easier for students to understand the explanations and errors that arise in a game and can be corrected through careful observation at the same time, so that students are motivated or have the desire to display optimal abilities. presenting better physical fitness. During the assessments, students with no prior basketball experience showed higher levels of top speed; experienced students had higher levels of heart rate. The Tactical Games Approach method favors the physical condition and health of primary education students, which is why this method is recommended when planning Physical Education sessions (Gamero, García-Ceberino, Ibáñez, & Feu, 2021), and Students' learning motivation in the tactical group has a greater influence than the traditional group (Mulyana, 2016), the use of a tactical game approach to student learning interest is the acquisition of the average value of learning interest after the tactical approach treatment is higher than before the tactical approach treatment (Hidayat & Ghufron, 2012) Good learning outcomes can certainly be seen from the motivation of students in participating in learning. According to (Sjukur, 2012) Motivation is an internal process that activates, guides, and maintains behavior from time to time. Motivation in learning plays an important role for students and teachers in learning. According to Wahyuni (2015), very few students who have high motivation are left behind in their studies and very few mistakes in learning, and the reasearch of (Rokhayati, Nur, Gandana, & Elan, 2016) increase in students' learning motivation who is taught through a tactical learning approach is better than students who are taught through a conventional learning approach, Based on the results and discussion above, the application of a tactical approach to basketball learning has an effect on increasing student motivation at Junior high school Number 4 Lubuklinggau.

## CONCLUSIONS

Based on the results of the study, it can be concluded that there was an effect of the tactical approach model in basketball learning on both creativity and student learning motivation at State Junior High School 4 Lubuklinggau. Research conducted on the effect of a tactical approach in basketball learning on creativity and student learning motivation can make a positive contribution to related academic institutions, especially in learning physical education, health sports, providing input to sports coaches, especially physical education teachers, as basic input material for the process of determining learning and training.

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# Bukti Accepted

[CP] Editor Decision: Accept Close Kembali Muncul

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