

THE ROLE OF COACHES IN INCREASING STUDENT MOTIVATION THROUGH BASKETBALL GAMES IN SCHOOLS (A REVIEW OF LITERATURE STUDIES)

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Abstract

Student motivation in learning basketball can affect their academic achievement and sports performance. Coaches have an important role in increasing student motivation in school through basketball learning. However, there have not been many studies that examine the role of coaches in increasing student motivation through basketball games at school. The purpose of this study is to explain the role of coaches in increasing student motivation through basketball games at school, as well as to find out what methods and strategies can be used by coaches in increasing student motivation. This research uses a literature study approach by searching various databases and information sources, such as scientific journals, books, and online articles. The data obtained is then analyzed and compiled into a synthesis. The results of this study show that the role of coaches in increasing student motivation through basketball games in schools is very important. Coaches must be able to build good relationships with students, provide positive feedback, and provide challenges that match students' ability to increase their confidence and motivation. Based on the results and discussion of this study, it is suggested that basketball coaches in schools should pay more attention to their role in increasing student motivation. The coach must master various effective methods and strategies to increase student motivation in learning and playing basketball. Trainers should also pay attention to the balance between theory and practice, as well as adopt the latest technologies and innovations to increase student learning and motivation.

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INTRODUCTION

Physical education and sports are one of the important fields of education to be developed in the teaching and learning process in schools. In addition to

providing health and fitness benefits for students, physical education and sports can also help students in developing social skills, motor skills, as well as increasing their learning motivation. Physical activity learning is part of the implementation of specific learning from the educational process, its implementation is carried out in a systematic way and is implemented in an approach that is tailored to the goals to be achieved by utilizing physical physical activity (Setiawan & Rahmat, 2018). Social skills can be implemented through a series of learning processes adapted through sports that are played together, through this process students can communicate well so that they can hone the mindset to be able to cooperate well inside and outside the game and learning. This is because during the game students communicate with each other (Latifah, 2018).

While motor development, physical education is learning that utilizes sports as a medium for the process of achieving learning outcomes. Through physical activity and sports activities, it indirectly implements the improvement of motor learners. Motor skills are an individual's ability to be able to move the body motor skills are a replication of a person's ability to carry out daily physical activities, the ability to move the body is a coordinated movement between the nervous system, muscles, brain and spinal cord (Fitriani & Adawiyah, 2018). Sport is a stimulus to stimulate the ability of individuals to be able to perform maximum physical activity (Fitriani & Adawiyah, 2018; Mahfud & Fahrizqi, 2020) In addition to these aspects, there are aspects that can be developed after physical activity, namely increasing student learning motivation. This improvement can be implemented through a mindset formed after evaluating peers or improving through external factors, namely teachers. Teachers evaluate and encourage students to excel both in certain sports and motivation to excel in ongoing education.

The game of basketball became one of the popular sports among school students. At the school level, basketball games are provided through a learning process that is implemented through the curriculum or based on extracurricular activities carried out outside regular learning hours to achieve maximum achievement in playing basketball, students require high motivation while low motivation can inhibit students' ability to play and can also affect students' academic achievement. Therefore, as one of the teachers in physical education and sports, coaches have an important role in increasing student motivation in learning basketball. Coaches can help students develop technique, tactical, and strategy skills in playing basketball, as well as help boost their confidence and motivation.

But at this time, there are not many studies that examine the role of coaches in increasing student motivation through basketball games at school. Therefore, this literature study research aims to explain the role of coaches in increasing student motivation through basketball games at school, as well as to find out what methods and strategies can be used by coaches in increasing student motivation. It is hoped that the results of this research can contribute to the development of physical education and sports in schools, especially in increasing student motivation in learning and playing basketball.

METHOD

This literature study research uses qualitative descriptive methods with the aim of describing the role of coaches in increasing student motivation through basketball games in schools. Literature review is a research technique used to collect, evaluate and reduce literature on secondary research materials that have been conducted. This research uses secondary data sources consisting of books, articles, journals, and related documents related to the research topic. The steps taken in this study are as follows:

1. Identify research topics and objectives: search and select data sources relevant to the research topic. The data sources used in this study were selected based on predetermined inclusion criteria, namely data sources that

contain information about the role of coaches in increasing student motivation in learning and playing basketball at school.

2. Data Source Identification: Furthermore, the data obtained from those sources will be collected and analyzed descriptively. The data analysis process is carried out by reading and understanding the contents of the data sources that have been collected, then identifying and extracting information relevant to the research topic. The data that has been analyzed is then grouped and arranged based on a specific theme or topic.
3. Selection of data sources: In conducting this study, researchers strive to ensure the validity and reliability of the data sources used. The validity of the data will be checked through a good selection of data sources and the reliability of the data will be checked by checking the validity and reliability of the data sources used.
4. Data analysis: The results of the study are presented in the form of narratives and presented in the form of detailed descriptions of the role of coaches in increasing student motivation through basketball games at school. The results of this research will be analyzed and discussed in depth to provide a better understanding of the research topic.
5. Data interpretation: the results of data analysis will be interpreted and adjusted to conclusions that are relevant to the purpose of the research to be carried out. The results of data interpretation will be used as material to provide suggestions and recommendations for research results
6. Report writing: research results are outlined in research reports that are arranged systematically and logically. Systematics of research reports consists of introduction, literature review, research methods results and discussion of conclusions

It is hoped that by using this qualitative descriptive method, this study can provide a clear picture of the role of coaches in increasing student motivation through basketball toys at school

RESULTS AND DISCUSSION

Based on the literature studies that have been conducted, it was found that the role of the coach is very important in increasing student motivation in playing basketball at school. The coach not only acts as a technical instructor in basketball, but also acts as a motivator to increase students' enthusiasm and motivation in learning and playing basketball. Based on the concept, teachers have a role as a guide and motivator who is useful to support the progress of education in Indonesia (Mulyana, 2017). This attitude is reflected when prioritizing the interests of students or many people first in order to make the teacher a role model automatically. Trainers basically have quite a lot of responsibilities, not only skilled in the teaching process. But also must have the right attitude in the learning process (Aguss et al., 2021).

Motivation is basically very necessary for the continuity of the teaching and learning process, this is carried out which boils down to the learning process itself so that the goals of learning can be achieved optimally (Fahrizqi et al., 2021). The function of motivation during learning includes as a tool to encourage behavior change, as a suggestion to improve learning achievement, and as material to build a sustainable learning process (Cahyani et al., 2017). The coach must have the ability to guide and direct students in achieving their goals in playing basketball. The coach must also be able to provide encouragement and moral support for students in facing challenges and obstacles in playing basketball.

In increasing student motivation, coaches must also be able to create a conducive and fun environment for students to learn and play basketball. The coach must pay attention to the needs and interests of students, as well as motivate

students to actively participate in basketball sports activities at school. This can be achieved through various methods and strategic approaches, including, teachers are able to apply various learning models so that students can focus and be motivated to always improve skills in playing basketball including the jigsaw learning model, through this learning model students can be actively involved and motivated to always be motivated to be even better (Nopiyanto & Raibowo, 2020).

In addition to the jigsaw learning model, based on research conducted by (Paryanto & Poncowarno, 2021), there is an influence of the Cooperative Learning Type TGT (Team Game Tournament) learning model which can increase student motivation to improve learning outcomes in basic basketball techniques. This can be seen from the percentage of student learning success when shooting, dribbling, and passing. An increase in percentage is seen in each measurement cycle of improving learning outcomes and student motivation. There are many learning models that can be adapted to improve student learning outcomes and motivation, the TAI (Team asissted Individualization) learning model is part of the cooperative learning model (IBDA Putra, 2022). The cooperative learning model is designed to educate cooperation between groups and the interaction process of exchanging information that can train students to be responsible for their groups (Raushanfikri, 2019).

Discussion

This research found that coaches who have good competence and experience in coaching basketball can increase student motivation in playing basketball. Coaches who have good technical knowledge and skills can assist students in developing their basketball playing ability and give students greater confidence. Overall, the coach's role in increasing student motivation through basketball games in schools is critical to supporting student learning and development. By providing the right motivation and support, coaches can help students to achieve their goals in playing basketball and provide a fun and

rewarding experience for students in their learning process at school. Learning motivation has a very big role to improve student outcomes, when students have a strong motivation and drive to achieve, it will affect learning actions and the desire to achieve learning achievements (Sidik, 2022)

In addition to the important role of coaches in increasing student motivation in playing basketball, the literature study also found several other important findings. Among them are student learning motivation influenced by basic needs, values, goals, self-confidence, interests, external drives and environmental factors (Agung Prabowo et al., 2023). The responsibility to always maintain the conduciveness of the level of student motivation is not only the responsibility of students as individuals themselves, but teacher intervention must also be involved in increasing student motivation (Cahyadi & Susanti, 2021)

First, the importance of fun and useful games in increasing student motivation. In playing basketball at school, students should feel happy and get real benefits from the game. Fun games can be realized through the development of diverse and innovative learning strategies. Coaches should look for ways to make learning basketball more interesting and challenging for students. This can increase students' motivation to continue participating and develop their basketball playing skills. Designing an interesting and fun learning process so that it can provide attraction, activity and increase student motivation is done by designing the right learning methods and learning models (M Maswar, 2019). The selection of learning models is adjusted to the material delivered (Wangge & Sar'Iyyah, 2022). Therefore, an interesting learning design can increase student motivation (Kasturi, 2022).

Second, the importance of recognition and appreciation in increasing student motivation. Coaches should give proper recognition and appreciation to students who have achieved good achievements or progress in playing basketball. This is a form of implementation of increasing motivation from external factors

(Oliver, 2021) Thus, this can increase students' confidence and motivation to continue to try better in playing basketball. Rewards can affect children's learning abilities, but the rewards given must also always be considered, so that rewards and rewards are not excessive so that they interfere with children's development (Agustina, 2021).

Third, the importance of student-centered learning in increasing student motivation. To foster motivation for themselves, students must be given a self-centered stimulus to always foster motivation to always develop knowledge constructed from teachers (Nuraini & Laksono, 2019). Coaches must pay attention to students' needs and interests, as well as develop effective learning strategies to increase students' motivation and ability to play basketball (Silva, 2021). This strategy can be carried out through cooperation and collaboration activities. Students should be taught to work together and support each other in their basketball team (Bobby & Barus, 2021).

Fourth, the importance of parental support and participation in increasing student motivation. Parents should support their children in basketball activities at school and provide positive motivation for their children to continue to participate and develop in playing basketball. This is because increasing motivation is not only the responsibility of the coach and students but also parents have a role to participate (Daniel, 2016). In addition, learning motivation will be formed through involvement and cooperation between teachers and parental participation (Kustiwi Nur Utami & Ali Mustadi, 2020)

In addition to the previously mentioned findings, a literature study on the role of coaches in increasing student motivation through basketball games in schools also found several other interesting findings. Among them are Fifth, the importance of handling errors and failures in increasing student motivation. Coaches must provide support and guidance to students when experiencing mistakes and failures in playing basketball. This can help students to stay

motivated in developing their basketball skills and increase their confidence. Student learning motivation emerges, characterized by an attitude of passion, pleasure and enthusiasm when given learning (Susanah & Alarifin, 2021)

Sixth, the importance of the sustainability of basketball learning programs in increasing student motivation. Coaches must ensure that basketball learning programs in schools are continuous and provide equal opportunities for all students to participate. This can increase students' motivation to continue following basketball learning programs and develop in their abilities. The concept of equality between each other provides an opportunity for students to form a perception that they are considered equal so as not to cause jealousy with each other (Mulyana, 2017).

Seventh, the importance of an inclusive approach in increasing student motivation. Coaches must ensure that all students, including students with special needs, get equal opportunities to participate in basketball learning programs at school. Adaptive learning must have a positive impact and minimize the abnormalities possessed by students (Sukriadi, 2021). There are abnormalities owned by students and must be considered by teachers, including physical, mental, emotional and behavioral deviations (Raharja et al., 2020). In this case, teachers have a role as caregivers for children at the inclusive school level This can increase students' motivation to learn and develop in playing basketball and feel confidence and success. Teachers must provide additional instructions and adjustments in providing instructions during the implementation of learning (Sulastri, 2021)

Overall, the findings of this literature review suggest that the role of coaches is critical in increasing student motivation to play basketball at school. Coaches must have the ability to guide, direct, and motivate students to achieve their goals in playing basketball. In addition, recognition and reward, cooperation and collaboration, and parental support and participation are also important in

increasing student motivation. Broadly speaking, there are abilities that must be fulfilled by teachers, including mastery of educational pedagogy, recognizing the functions and programs of guidance and counseling services, implementing school administration.

CONCLUSION

In conclusion, the findings of this literature study review show that the role of coaches is very important in increasing student motivation in playing basketball at school. There are strategies that can be applied to motivate students including the Coach must have the ability to provide support, recognition, and guidance to students to achieve their goals in playing basketball. In addition, the development of diverse and innovative learning strategies, the sustainability of learning programs, clear evaluation and feedback, and inclusive approaches are also important in increasing student motivation. Through this research, it is expected to contribute deeply so that it can be used as literature for teachers and trainers to always make innovations and approach interpersonal in order to increase the motivation of students both in terms of the activeness of the learning process and motivation to be able to excel.

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