

THE EFFECTIVENESS OF PEER TEACHING ON PASSING SKILLS AND ITS IMPLICATIONS FOR BEGINNER BASKETBALL TRAINING

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Abstract

This study aims to thoroughly analyze the effectiveness of the peer teaching method in improving basic passing skills during basketball training for novice players. The research approach used is quantitative with a quasi-experimental design employing a one-group pretest-posttest model. The research sample consisted of 50 junior high school students who actively participated in extracurricular basketball training programs. The instrument used was a passing skills test administered before and after the application of the peer teaching method over a four-week period. The results of the study showed a significant increase in the average passing skill scores of students after the implementation of the peer teaching method. These findings imply that the peer teaching approach can serve as an effective and efficient training strategy in developing early-stage basketball athletes.

Keywords: *Peer Teaching; Passing Skills; Basketball; Novice Players; Training Method.*

Submitted : 26th of May 2025

Accepted : 29th of July 2025

Published : 31th of July 2025

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DOI <http://dx.doi.org/10.31851/hon.v8i2.18563>



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INTRODUCTION

Basketball is one of the sports that demands high-level technical and coordination skills, both individually and as a team. One of the essential basic skills in this game is passing or the ability to deliver the ball to a teammate. Good passing enables effective ball movement during the game and opens up opportunities for more strategic offensive plays (Taufik et al., 2021). However, in practice, many novice players still struggle to master proper passing techniques in terms of accuracy, power, and speed. Efforts to improve this basic skill must be supported by appropriate learning or training methods. One of the approaches increasingly developed in physical education is the peer teaching method, where students act as

peer instructors to assist each other in the learning process (Arisman et al., 2022).

This method is believed to encourage active interaction among students, increase learning motivation, and accelerate understanding of basic technical training materials.

Based on previous studies (Suryani, 2020; Prasetyo, 2021), the peer teaching method has proven effective in improving learning outcomes in various sports activities, including basketball. However, limited research has specifically examined its impact on passing skills in novice players. Therefore, this study aims to quantitatively evaluate the effectiveness of peer teaching in improving passing skills and to explore its implications for novice basketball training programs.

METHOD

This study uses a quantitative approach with a quasi-experimental design, employing a one-group pretest-posttest design. The subjects of this study were 50 students participating in extracurricular basketball activities at a junior high school in Medan City. The subjects were selected purposively, considering they were at the novice stage of playing basketball and had an active level of training participation. The research instrument was a passing skill test consisting of two types: chest pass and bounce pass. The tests were conducted twice: before and after the intervention. The treatment given was the peer teaching method, implemented over four weeks with a training frequency of three sessions per week. In each training session, students were divided into small groups where one student acted as a peer mentor to help group members understand passing techniques (Putra et al., 2020).

The pretest and posttest data were statistically analyzed using a paired sample t-test to determine the significant difference in passing skills before and after the intervention.

RESULTS AND DISCUSSION

After implementing the peer teaching method, there was a significant improvement in the students' passing skills. The average pretest and posttest scores for each type of passing showed positive and consistent increases. These results are presented in Table 1 below:

Table 1. Average Pre-Test and Post-Test Scores

No	Assessed Aspect	Pretest (Mean \pm SD)	Posttest (Mean \pm SD)	Increase (%)
1	Chest Pass	60,2 \pm 8,5	75, 4 \pm 7,1	25,3%
2	Bounce Pass	58,9 \pm 9,0	73,1 \pm 7,5	24,1%
	Overall Average	59,6 \pm 8,7	74,3 \pm 7,3	24,7%

Based on the data in Table 1, the chest pass aspect increased from a mean score of 60.2 to 75.4, which is a 25.3% improvement. Similarly, the bounce pass score increased from 58.9 to 73.1, or by 24.1%. Overall, the total average improvement across both passing types was 24.7%, indicating a significant enhancement in students' passing skills after applying the peer teaching method. This improvement is evident not only from the average scores but also from the reduced standard deviation in the posttest, indicating that students' abilities became more evenly distributed after the training. This shows that peer teaching helps students better understand passing techniques through peer-based learning, which facilitates direct discussion and correction in a collaborative training environment.

Pedagogically, this method also supports the development of students' soft skills, such as communication, leadership, and responsibility in group learning. The effectiveness of this method is strengthened by the significant improvement in both types of passing skills, suggesting that the peer teaching approach can be broadly applied in basic basketball technique learning, especially for novice age groups.

DISCUSSION

The results of this study clearly show that the peer teaching method significantly influences the improvement of passing skills among novice basketball

players. The substantial increases in both chest pass and bounce pass scores indicate that this method can facilitate a more effective understanding of basic techniques compared to conventional training methods. Moreover, the reduced standard deviation in the posttest scores indicates that the learning outcomes became more evenly distributed among students, meaning that nearly all students showed consistent skill improvement.

This suggests that the peer teaching approach helps reduce the gap in technical understanding among students, as each student receives direct guidance from their peers. The interaction that occurs in this learning process is not one-way, as in traditional methods, but dynamic—students feel more comfortable asking questions, giving corrections, and reflecting on their practice. Psychologically, this method also enhances students' confidence and motivation, as they feel more at ease learning in small peer groups. In addition, the success of the peer teaching method cannot be separated from the capability of the students acting as instructors in delivering information in an easy-to-understand manner. They tend to use simpler language and more familiar approaches, allowing other students to grasp the techniques more quickly. Thus, a two-way learning process occurs that fosters an active and participatory learning environment (Okilanda et al., 2018).

Overall, the results of this study support previous findings showing that peer teaching can enhance technical skills in sports contexts. In this study, the implementation of peer teaching in beginner basketball training not only produced positive results in passing skills but also built a supportive and collaborative learning culture. This is crucial in physical education and sports, as effective basic skill learning forms the foundation for future skill development and athletic achievement.

CONCLUSION

Based on the results of the study, it can be concluded that the application of the peer teaching method significantly improves the basic passing skills—chest

pass and bounce pass of novice students participating in basketball training. This method not only provides positive impacts in terms of technical improvement but also contributes to the development of participants' soft skills, such as communication, responsibility, and teamwork. The increase in the average skill scores after the implementation of peer teaching shows that a learning process involving active student participation as peer instructors can accelerate the understanding of basic techniques and enhance training efficiency.

The implications of these findings are crucial for implementation in sports training activities, especially for coaches and physical education teachers handling novice participants. By adopting the peer teaching approach, trainers can create a more collaborative, participative, and enjoyable learning environment without compromising the quality of training outcomes. Therefore, it is recommended that peer teaching be adopted as an alternative method in basic basketball technique learning programs, considering its effectiveness in improving skills and fostering positive group dynamics among learners.

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