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DEVELOPING UNDER-RING SHOOTING SKILLS IN TEENAGE BASKETBALL PLAYERS: A PERSPECTIVE ON SPORTS EDUCATION AND LEARNING

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Abstract. This study aims to analyze the role of training motivation in improving the under-the-ring shooting ability of adolescent basketball players. The research method used is a quantitative approach with a descriptive correlational design, involving 15 players aged between 15 to 18 years. Data were collected using a training motivation test with a Likert scale instrument, and the under-the-ring shooting skills were assessed to obtain data on shooting ability. The results of the study indicate that motivation has an influence on under-the-ring shooting, as seen in the significant relationship ($0.009 < 0.05$), meaning there is a positive correlation between training motivation and under-the-ring shooting ability with a moderate correlation. Therefore, it can be concluded that high training motivation leads to improved shooting performance. To enhance motivation, various forms of support, such as social support and personal achievement, should be provided, as they can contribute positively to players' on-court performance. Future research may consider additional variables such as technique, sports psychology, environmental conditions, and varied training facilities to gain a more comprehensive understanding.

Keywords: Training Motivation, Under-the-Ring Shooting, Basketball, Adolescents

I. INTRODUCTION

Basketball is a popular sport that requires a combination of physical, mental, and strategic skills. One of the key skills in basketball is shooting, which aims to score points and secure victory, especially under-the-ring shooting, which requires coordination, muscle strength, agility, and mastery of technique (Adrizal et al., 2024; Amin, Wahyuri, Irawan, Welis, Gusni, et al., 2023a; Hidayat et al., 2024; Insani et al., 2024b, 2024a; Likardo et al., 2023; Ockta et al., 2024; Rambe et al., 2024; Revalina et al., 2024). The under-the-ring position is often a crucial area for scoring points, making the mastery of this technique essential for adolescent players who are still developing their playing skills (Al Zaki et al., 2023; Alnedral

et al., 2024; Arfi et al., 2024; Insani et al., 2024c; Pitnawati et al., 2023; Umar et al., 2023).

To achieve optimal playing skills, players must master both technique and tactics to meet the goals of the game. Successful performance is largely driven by effective training, and many adolescent players, who are in a phase of physical and mental development, are often influenced by both external and internal factors that affect their motivation to train. For adolescent players, training motivation plays a vital role in improving performance. Motivation is often categorized into intrinsic and extrinsic motivation. Intrinsic motivation occurs when a player engages in the sport purely because the activity is enjoyable. This type of motivation is considered the strongest and most enduring, as it brings satisfaction (such as excitement, curiosity, interest, and fun) (Ferdian et al., 2023;

R. R. Illahi et al., 2023; Khani et al., 2024; Safitri et al., 2023, 2024; Ulfani et al., 2024). Players who are intrinsically motivated have competence goals related to autonomy, excellence, and achievement, which, when fulfilled, also provide a sense of self-reward. On the other hand, extrinsic motivation is driven by external factors such as money or other material rewards. Extrinsic motivation can also stem from praise or discipline, with a combination of rewards (such as public recognition, medals, prizes, or certificates) and punishments (such as more intense training or revocation of previous rewards), but it tends to be short-term and less effective (Andica et al., 2024; Febriani et al., 2024; Febryani et al., 2024; Ismail et al., 2024; Ramadaniaty et al., 2024; Sari et al., 2024).

Success in competitive sports largely depends on the skills, personality, and motivation of the players. Motivation directs and reinforces the biological drives of individuals towards their expectations. In sports, motivation refers to the internal dynamics that drive individuals to train in athletic activities, driven by the need for practice. Stronger sports motivation leads to higher levels of positive emotions during training and helps players manage negative emotions while training and competing (Atradinan & Ockta, 2024; Chinta et al., 2024; Hambali et al., 2024; Haris et al., 2024).

Amid these dynamics, success in under-the-ring shooting training largely depends on how motivated players are to master the correct technique, maintain focus, and ensure consistency during practice. In efforts to improve performance, motivation becomes a key element influencing how effectively players engage in training programs. Therefore, it is important to investigate how training motivation can impact under-the-ring shooting ability in adolescent basketball players (Apriady et al., 2024; Hadinata et al., 2024; Nusri et al., 2024; Sepriani et al., 2024).

II. METHODS

This study is a quantitative research with a descriptive correlational design. The aim of this research is to gain a deeper understanding of how training motivation influences the under-the-ring shooting ability of adolescent basketball players. The study involved adolescent players who are still active in training, aged 15-18 years, or approximately 16.5 years old, who are still in high school, totaling 35 players.

The instruments used in this research are a questionnaire and a skills test. The questionnaire is designed to measure the level of training motivation using a Likert scale (1-5), covering various aspects of both intrinsic and extrinsic motivation. The under-the-ring shooting ability will be assessed through a skills test that evaluates the accuracy and technique of the players while shooting at the basketball hoop. The data obtained from the study will be analyzed using regression analysis to determine the extent to which training motivation affects under-the-ring shooting skills. Through these steps, this research is expected to provide insights into the importance of motivation in honing technical skills and assist coaches and athletes in planning more effective training strategies in the future.

III. RESULTS AND DISCUSSION

This study involves adolescent players who are still active during training, aged between 15-18 years, or with an average age of approximately 16.5 years, and are still in high school, with a total of 35 players. Data were obtained through measurements of motivation using a training motivation questionnaire instrument and a shooting under-the-ring skills test, which yielded the following results:

Training Motivation of Adolescent Players

The training motivation was measured using a questionnaire completed by the players. The highest motivation score recorded was 197, and the lowest was 122. The mean score was 163.46, and the standard deviation (SD) was 26.68. The distribution of the motivation scores based on the mean and standard deviation is shown in Table 1:

Table 1. Frequency Distribution of Training Motivation (X3)

Interval	Fa	Fr	Category
≥ 203	0	0%	Excellent
177 – 203	13	37%	Good
150 – 177	11	31%	Satisfactory
123 – 150	10	29%	Poor
< 123	1	3%	Very Poor
Amount	35	100%	

Under-the-Ring Shooting Ability of Adolescent Athletes

For the under-the-ring shooting skills test, athletes were asked to make as many shots as possible in 60 seconds. The highest number of successful shots was 30, and the lowest was 13. The mean score for under-the-ring shooting was 21.63, with a standard deviation (SD) of 3.44. The frequency distribution of the shooting ability based on the mean and standard deviation is shown in Table 2:

Table 2. Frequency Distribution of Under-the-Ring Shooting (Y)

Interval	Fa	Fr	Category
≥ 27 shots	2	6%	Excellent
23 – 27 shots	12	34%	Good
20 – 23 shots	13	37%	Satisfactory
16 – 20 shots	7	20%	Poor
< 16 shots	1	3%	Very Poor
Amount	35	100%	

Relationship Between Training Motivation and Under-the-Ring Shooting Ability

The data were analyzed using a correlational analysis, which showed a significant relationship ($p = 0.009 < 0.05$), indicating a positive correlation between training motivation and under-the-ring shooting ability with a moderate correlation. This can be seen in Table 3:

Table 3. Correlational Analysis

	Motivation	Under-the-Ring Shooting
Motivation	Pearson Correlation	1
	Sig. (2-tailed)	
	N	35
Under-the-Ring Shooting	Pearson Correlation	0.436**
	Sig. (2-tailed)	0.009
	N	35

The results of this study align with the research objectives, demonstrating that motivation is related to under-the-ring shooting skills. This is evident from the significance test ($p < 0.05$), which shows a positive relationship between training motivation and shooting skills with a moderate correlation. Therefore, training motivation has an impact, and it is crucial for players to receive motivation in order to achieve their desired goals. Proper motivation will certainly lead to achieving good outcomes. Motivation is a determining factor for an individual to stay physically active. For example, a study in the United States with 535 adolescents aged 14-18 found that extrinsic motivation for sports training is common, and extrinsic motivation is often linked to external rewards or recognition. This contrasts with intrinsic motivation, which is driven by behavior aimed at personal pleasure and satisfaction.

It can be stated that participating in sports for external reasons is often to gain rewards or praise from others, or even due to feelings of shame, low self-esteem, or lack of self-confidence (Budiman & Ockta, 2024; R. F. Illahi et al., 2024; Jamil et al., 2024; Martati et al., 2024; Yuliana et al., 2023). Positive intrinsic achievement motivation is the most important factor in sports, explaining up to 30% of the variance in performance and is determined by the individual themselves (Darajat et al., 2024; Noepratomo et al., 2024; Purwanto & Ockta, 2024; Saputra et al., 2025; Triani et al., 2023).

Motivation is the key concept for achieving important psychological aspects that contribute to the sustainability of practice. Intrinsic motivation, which is self-determined, triggers other positive psychological aspects such as higher self-efficacy and greater commitment to training (Amin, Wahyuri, Irawan, Welis, & Ockta, 2023; Amin, Wahyuri, Irawan, Welis, Gusni, et al., 2023b; Iqbal et al., 2024; Karisman et al., 2024; Kurniawan et al., 2024; Ockta & Hardiansyah, 2023; Oktadinata et al., 2024; Pranoto et al., 2024; Sabillah et al., 2024; Sasmita et al., 2023). Training motivation reflects the desire, need, and satisfaction to continue engaging in sports. This motivation develops with personal growth, relating to perseverance and the individual's perception of their capacity in the sport they practice.

This study specifically focuses on under-the-ring shooting ability in adolescent basketball athletes, highlighting the combined role of intrinsic and extrinsic motivation, particularly coach and peer support. It provides quantitative evidence showing that training motivation significantly improves shooting performance, making it an important guide

to understanding how motivation and social environment factors contribute to the technical skill development of young athletes amidst the challenges of adolescence.

While this study has provided valuable insights, there were some limitations. It is suggested that future researchers conduct similar studies on a broader scale, considering factors such as age groups and different levels of play. This will allow for a deeper understanding of how training motivation affects basketball performance. Additionally, future studies could incorporate other related variables such as sports psychology, technique, tactics, and varied environmental conditions to gain a more comprehensive view of the factors influencing basketball performance.

IV. CONCLUSIONS

Based on the results of the analysis of three variables at Padang State University in the discussion, it can be concluded as follows: There is a contribution of transformational leadership to employee performance. There is a contribution of fighting intelligence to employee performance. There is a joint contribution between transformational leadership and fighting intelligence with employee performance with a contribution of 52%.

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