

The Satisfaction Level Of Physical Education Students Experimenting With Basketball Coaching Skills Development Models Using Mixed Learning

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ABSTRACT

This research aims to study the satisfaction level of physical education students experimenting with basketball coaching skills development models using mixed learning using quantitative research methods. The samples were 35 undergraduates, 4th year, bachelor of education programs in physical education, Faculty of Education, National Sports University, Lampang Campus, who registered 35 students in basketball training tactics, semester 1, academic year 2021. By Purposive Sampling Technic, the results showed that the results showed that the results of the study were the satisfaction of applying the basketball coaching skills development model using mixed learning to experiment with physical education students. It is included on a very high level. The trial group of students was taught with a basketball coaching skills development model using a statistically significantly higher postsecondary mixed learning model than before class at .01, and the trial group of students taught with a basketball coaching skills development model. Using developed a mixed learning, a percentage point average of basketball coaching literacy and skills using postsecondary mixed learning was statistically significantly higher than the required evaluation threshold of 75 percent at .01.

Keyword: Satisfaction Level / Coaching / Basketball Skills Development Model

Introduction

Coronavirus Pandemic The new strain 2019 (COVID-19) has caused a lot of turmoil in all countries around the world economy, public health and society. Thailand, likewise, is affected no differently from the rest of the world (Nattaphat Chalermdan, 2020). Therefore, the government has a policy to promote the quality of life for Thai people. Thai society is a society, morality, ethics, and the country can transcend the trap of middle-income countries into developed countries, supporting the changing world now and in the future. By significant changes and impacts on the education

system. Thailand's socioeconomic system requires a national education plan. The main master plan for the development of the country announced in the Gazette. As a law enforced from October 1, 2016 to September 30, 2021, the main principle is to "put people at the center of development", aiming to create a good quality of life for Thai people. Develop people to be perfect, disciplined, aspiring, knowledgeable, skilled, creative, positive, socially responsible, moral and ethical. The Ministry of Education is the main agency in the education management sector to improve the quality of the

country's people. Recognized such importance. Under the vision "Aim to develop students to have knowledge and morality, good quality of life, happiness in society" of the Ministry of Education Education's Education Development Plan No. 12 (2017 – 2021). Education is an important process in the development of human resources in order to achieve a quality population that will be an important force in the development of the country economically, socially and politically in accordance with and appropriate to the internal and external environment of the country (Ministry of Education, 2016). Graduate teaching has several weaknesses. Firstly, teaching that has not yet rebuilt knowledge in Thai society. It found that higher education institutions also create new, less and less knowledgeable knowledge that is useful to guide economic and social development. Secondly, what is learned is inconsistent with reality in Thai society. It is not possible to synthesize existing experience or information as higher intelligence. Thirdly, the instructor seeks knowledge and prepares knowledge for the learner.

As such, a model of developing basketball coaching skills has been developed using mixed learning. The development of a pattern is to make one thing, an action or an action better. More quality through systematic and continuous processes, methods and techniques that result in effective, effective actions or operations. This makes the result or yield of quality more satisfactory (Prachuap Nureng and et. al., 2015, p. 240) There may be different operational steps, but the development of the model is generally divided into two stages: form formation and fidelity of the pattern. The details of each step of how it is implemented depends on the nature and conceptual framework. The broad principle to direct the creation of the pattern is that the pattern should be composed of more structured relationships than conventional linear relationships, however, conventional linear connections. In general, it is also especially useful in early research studies

in the development of patterns, which should be used as a guide to predict the consequences of using the pattern, can be verified by observing and finding support data with empirical data, it should be indicated or pointed out the rational mechanisms of the subject studied. So, in addition to the pattern, the prediction tool should also be used to describe the phenomenon. The model should be instrumental in creating new manoeuvres and correlating variables in a new way, which is also an extension of knowledge in the subjects we are studying.

A study of documents related to the development of the model also found that developing a model that is effective and effective to gain trust requires procedures to be carried out. In line with Prachuap Nureng and et. al., (2015, p. 240) says that the R&D process includes defining problems of patterns, hypothesizing, data collection, data analysis and summary, as well as being confirmed by experts based on conceptual frameworks. This is the basis for the development of the model and the trial of the model to analyze the problems and obstacles in the implementation of the model. As the researchers developed a model of developing basketball coaching skills using mixed learning, they were interested in studying the satisfaction level of physical education students experimenting with basketball coaching skills development models using mixed learning so that they could improve and improve their performance.

PURPOSE OF RESEARCH

To study the satisfaction level of physical education students experimenting with basketball coaching skills development models using mixed learning.

LITERATURE REVIEW

Ideas about basketball coaches

The trainer should therefore aim to develop the athlete's highest physical integrity. The purpose of training is to

ensure that athletes are ready, as follows (Sonthaya SeeLamad, 2008, p. 484-487)

1. Physical factors: Physical training consists of basic elements of body strength, agility, speed, endurance and weakness.
2. Technical factors: Sports techniques refer to the mechanics and skill practices.
3. Tactical factors: Sports tactics, are knowledge of strategy and the ability of athletes to use tricks effectively and steadily even under pressure. Knowledge of tricks can be improved by coaching good sports.
4. Mental factors include the ability to control concentration, work under pressure conditions, reversals from mistakes and disadvantages, and preparation for matches to tackle acumen, and this psychological factor is developed through competitive experience, sports coaching, realistic sports simulation, practice and further knowledge.

Therefore, it is concluded that these four factors will have different priorities depending on the type of sport and the type of competition. However, immigration of all kinds, sports or division of screws. All four factors will be important for athletes to be athletic talents. Therefore, throughout the sports training process, the purpose of sports training should be to focus on physical development, technical factors, tackle factors, psychological conditions, team abilities, physical factors, health factors and injury prevention.

LEARNING THEORY

Managing instructor learning so that students learn well. Instructors should have an understanding of the theory of learning, which is defined by academics as follows: Thisana Khammanee (2010, 40-41) says that the theory arises from the efforts of people to explain or answer questions or doubts in the phenomena that occur around them using creative initiatives, coupled with their inductive and insignificant ideas, while observing them. The resulting explanation or answer

may or may not be accepted depending on the evidence or the provenance tested. Therefore, the innovator of the explanation or answer needs to seek evidence that can be used as a testament by various means. If it can be tested until the results are clearly and reliably visible. That explanation or answer will become a theory for further publication. This established theory must be considered a theory, it must have at least 3 qualities: 1) It must be able to explain the main truth of the resulting phenomenon. 2) It must be able to nirvana that core truth out as a rule or other truth. And 3) it must be able to predict that phenomenon. In general, theoretical text describes what phenomena. One phenomenon and give an explanation of that phenomenon, as well as the relationship between the different variables in that phenomenon. This can be used to describe the real text as understandable or used to describe the phenomenon. It can also be used to predict the phenomenon, in line with the Royal Society (2012, p. 544). Learning theory seeks to explain how learning occurs and provides principles about learning that are proven and accepted as reliable. This can be applied in the design of teaching and learning in accordance with the conditions or conditions. In learning to develop learners to achieve different types of learning outcomes that require the theory of learning, each has a basic principle, which is differently derived according to the development of knowledge. Understanding human learning Therefore, the meaning of learning theory refers to an idea or a set of ideas that want to explain, describe or predict a phenomenon or a particular principle.

In conclusion, the theory of learning refers to the concept. The principles or learning processes derived from research, practice and experimentation until they can explain doubts or emerge new, systematic knowledge and be able to prove the truth.

MIXED LEARNING CONCEPTS

Integrated learning management refers to a learning process that combines a variety of learning styles. Whether it's learning that happens in the classroom. Combine that with learning outside the classroom where learners and instructors do not confront each other, or using a wide range of learning resources. The learning process and activities arise from a variety of teaching tactics. The goal is to make learning goals a priority. Teaching with a mixed approach to learning Instructors can use two or more teaching methods to teach, such as teaching materials presenting lesson content through technology combined with face-to-face teaching. After that, the instructor brings the article content to hang on the web, then tracks the conduct of teaching activities using E-learning with the LMS: Learning Management System with a laboratory computer. After that, conclude the lesson with a discussion with the classroom instructor.

The concept of mixed learning can be divided into four concepts:

- 1) The concept combines web-based teaching technology with traditional classroom learning (to combine or mix modes of web-based technology), such as self-taught virtual classroom learning, shared learning, video streaming audio and text, etc. In order to achieve the goals of educational management, which is in line with Singh's concept of integrated learning as a combination of teaching methods, it is a combination of teaching methods to achieve maximum academic achievement.
- 2) The concept of combining various pedagogical approaches such as constructivism, behaviorism and cognitivism to achieve the best results from learning, which may or may not be used in instructional technology, is in line with the concept of Bonk and Graham, who say that mixed learning is a combination of various learning systems to solve a variety of problems in learning, and in line with Carman's concept that combines learning theory to achieve the objectives of learning management.

- 3) The concept of combining all forms of teaching technology with traditional classroom teaching with confrontation between learners and instructors (to combine any form of instructional technology with face-to-face, instructor training), which is the most widely accepted view, is in line with Uwes, who says that mixed learning is a face-to-face integration. Self-taught and collaborative online learning together

- 4) The concept of combining teaching technology with real work (to mix or combine instructional technology with actual job tasks in order to create a harmonious effect of learning and working), which corresponds to Bersin, who says that mixed learning is part of in-house training, combining electronic learning and other media in the transmission of knowledge in learning and training.

In conclusion, mixed learning is a form of learning that focuses on organizing teaching activities by creating an environment and learning atmosphere. Instructor teaching methods, learner learning patterns, teaching materials, communication channels, and patterns of interaction between learners and instructors, learners and learners, learners with learner content with a wide range of learning contexts, and organize flexible teaching activities to respond to differences between the individuals of the learner so that each learner can get the best results from teaching.

RESEARCH METHODOLOGY

The population and samples used in the study of knowledge, skills and student satisfaction are as follows:

The population used in this research are 95 undergraduates, fourth-year, bachelor of education programs in physical education, faculty of education, National Sports University, Lampang Campus, Semester 1, academic year 2021, who

have completed 95 skills courses and sports teaching.

The sample used to experiment with basketball coaching skills models using mixed learning was this time undergraduates. 4th Year Bachelor of Education Program in Physical Education, Faculty of Education, National Sports University, Lampang Campus, registered for basketball training mechanics, semester 1, 2021, 35 students by Purposive Sampling Technic

Area Boundaries National Sports University Lampang Campus

The research instrument is a questionnaire. Using the tool quality monitoring method, the IOC found that the

entire IOC value was .97 and the entire sentiment value was .975, analyzed the data using descriptive statistics, and analyzed structural equation models, comparing score differences using test statistics, percentages, averages, standard deviations, and t-tests.

FINDINGS

Comparison of average scores of basketball coaching knowledge and skills using a combination of pre-school and post-student learning of a trial group of students by using the mean difference test. Dependent Samples non-independent T-test and comparing post-study with 75 percent of criteria appeared as shown in Table 9 and Table 1.

Table 1 shows a comparison of the average grades of literacy and skills between pre-school and post-study of the trial group of students

testing	Number of Students	Full Score	\bar{X}	S.D.	ΣD	ΣD^2	t value
Before class	35	200	72.29	13.08	2,052	267,070	6.33**
After class	35	200	176.54	11.79			

**Significant at .01

From Table 1, the trial group of students was taught with a basketball coaching skills development model using

postsecondary mixed learning, statistically significantly higher than before class at .01.

Table 2 shows a comparison of average scores, percentages, literacy and skills of basketball coaches using mixed learning with certain assessed criteria

Number of Students	Full Score	Percent	Threshold (percent)	t value	p
35	200	87.98	75	39.59**	.00

**Significant at .01

From Table 2, experimental students who were taught with a basketball coaching skills development model using developed a mixed learning had an average percentage score of basketball coaching

literacy and skills using postsecondary mixed learning, statistically significantly higher than the required evaluation threshold of .01 percent.

No.	Estimate Line	\bar{X}	S.D.	Satisfaction Level
1	Learning Materials	4.48	0.46	High
2	Learning Management Process	4.42	0.57	High
3	Learning Materials & Learning Resources	4.23	0.63	High
4	Learning Measurement and Evaluation	4.34	0.31	High
Overall		4.37	0.56	High

The results of a study of the satisfaction levels of students in physical education who experimented with the basketball coaching skills development model using mixed learning. Appears as shown in Table 3.

Table 3 Results of a study of the satisfaction levels of physical education students experimenting with the basketball coaching skills development model using mixed learning

From Table 3, the results showed that the satisfaction levels of physical education students who experimented with the basketball coaching skills development model using mixed learning were found to be a study of the satisfaction level of students in physical education. Overall large ($\bar{X} = 4.37$, S.D.=0.56)

DISCUSSION

According to the results of the study, the satisfaction levels of physical education students experimented with the model of developing basketball coaching skills using mixed learning. It was found that it was included on a large scale ($\bar{X} = 4.37$, S.D.=0.56). This indicates that students in physical education, Faculty of Education, National Sports University, Lampang Campus, who studied using the basketball coaching skills model using mixed

learning for physical education students. National Sports University Lampang Campus There is a very high level of satisfaction. In line with Hany's research, A. Abd El-Aal (2016, pp. 44-49) said post-research measurements tested basketball skills. Leilich basketball tests, Johnson's basketball ability, Knox basketball tests, Lehston basketball tests, AAHPER tests for basketball skills, all of which include pushing passing, superior pass speed for accuracy, dribbling, fouling, scoring and dribbling – goal-scoring tests. Statistical methods, the researchers used the statistical SPSS 17.0 program for the processing of statistical significance data, set at $P \leq 0.05$. And it is in line with Yingjie Z., Yuping W., & Jiangang, C. (2018), who says that students' satisfaction with Chinese university basketball courses is presented in mixed mode through the support of that technology mobile. Student satisfaction assessments suggest that this approach to curriculum design and delivery effectively facilitates student learning. The survey further confirms students' satisfaction with this new, teaching approach, as well as curriculum, as well as they believe this approach improves their learning, quality of classroom interaction and educational physical learning outcomes. Mobile learning, also known as M-learning, has become a prominent feature of mixed learning since the launch of the century.

SUGGESTION

This research gives an idea of the level of satisfaction of physical education students experimenting with basketball coaching skills development models using mixed learning. In order to prepare for the current COVID-19 situation and to improve the appropriate teaching and learning activities to be used as a way to plan teaching activities that will enable instructors to pass on to students in basketball training tactics while improving student achievement and achieving maximum efficiency.

Research can be used as a way to improve other sports courses and include other campuses, and basketball coaching skills models using mixed learning can be applied as appropriate to the context and location.

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