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Indonesian Journal of Sport, Health and Physical Education Sciences Vol 3 No 2 (2025) https://doi.org/10.58723/inasport.v3i2.387
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The Effect of Team Teaching Strategy to Learning Some Offensive Basketball Skills For Students

Received : April 08, 2025	Revised : April 13, 2025	Accepted: May 13, 2025	Publish : May 14, 2025

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Abstract:
This study aims to determine the effect of the team teaching strategy on learning several offensive basketball skills among students. A quantitative experimental method was used, involving a one-group pretest-posttest design. The sample consisted of 20 students selected through total sampling. The instruments used were tests of offensive basketball skills including passing, dribbling, and lay-up. Data analysis used the t-test to compare the pretest and posttest results. The findings showed a significant increase in students' offensive basketball skills after the implementation of the team teaching strategy. The t-value (15.96) was higher than the t-table value (1.729) at a 5% significance level, indicating a statistically significant improvement. The average pretest score was 9.45, while the posttest average rose to 14.3. This suggests that the team teaching strategy positively influences students' learning outcomes in basketball offensive skills. The implication of this research is that team teaching can be an effective instructional strategy to enhance technical performance in sports, especially in complex skill-based activities like basketball. In the future, this research may serve as a valuable reference for developing innovative teaching models and for further studies on collaborative instruction across different sports and educational levels.

Keywords: Smash, Offensive Basketball Skills, Students, Team Teaching Strategy.

1. INTRODUCTION

One game that involves both offensive and defensive skills is basketball. Teaching these skills is not a simple task; rather, it takes a lot of work from those in charge of the educational process for students to master the offensive skills that are taught in the first stage of physical education classes in colleges (Sampaio et al., 2016). The team teaching method is one of the contemporary teaching strategies in which two to five teachers participate in instruction. "Therefore, the effective teaching method is a means to achieve the goals because of its positive effects on the nature of students' thinking and increasing their academic achievement and their ability to interact and communicate with each other, which in turn leads to the development of their skills in its various aspects" (Schott & Seel, 2015).

Making the most of instructors' time and raising educational standards are two significant benefits of this approach. Teachers need to share their experiences at work because they are all unique and have different personalities. As a result, physical education teaching strategies and methods are the main emphasis of the physical education sciences, and teaching methods are crucial for student preparation. A clear vision must be found while creating the physical education lesson so that the teaching process is not reliant on the techniques used to acquire and develop skills (Karseth & Wahlström, 2022). In order to create a condition that is suitable with the nature of scientific development and modern sciences that we observe in the sports arena, it is necessary to increase the teacher's competence and capacity to manage and interact with students (Matos et al., 2023). Given the significance of investing in class time and enhancing its efficacy by planning assignments and observing individual differences among students, this research is significant because it represents a novel attempt in the field of physical education to teach offensive basketball skills to College of Physical Education students using the team teaching method.

The teaching process still uses traditional methods to teach and develop motor skills, and the teacher is solely responsible for explaining and presenting the skill, watching students perform it, and fixing mistakes (Wang, 2022). This is true even though

scientists, experts, and specialists have worked hard to achieve notable results in teaching methods and techniques. Teachers find it challenging to monitor every student and rectify their errors due to the short implementation period (Karanezi et al., 2015). The researchers want to use a contemporary teaching approach to give pupils offensive basketball abilities because they think that scientific study is the best way to address issues in the educational process.

Therefore, this study aims to determine how the team-based teaching approach affects the acquisition of students' offensive basketball skills. In addition, the goal of this study was also to determine which experimental and control groups learned the most effective offensive basketball skills.

2. MATERIAL AND METHOD

To fit the problem's nature, the researchers employed the experimental approach with two equivalent groups and pre- and post-measurement. Community and sample in this research is 230 first-year students from the College of Physical Education and Sports Sciences, divided among eight study sections, made up the research community during the academic year 2024–2025.

The researchers used descriptive statistics to calculate the means and standard deviations of pre- and post-test scores. Furthermore, a paired sample t-test was employed to examine the significance of the differences in students' offensive basketball skill performance before and after the instructional intervention, both in the experimental and control groups. The statistical analysis was conducted using SPSS software, with the level of significance set at $p < 0.05$.

To represent the experimental group, twelve students were chosen from Section (A), and to represent the control group, twelve students were chosen from Section (C). Sample homogeneity and equivalence: To guarantee starting from a single starting line, the researchers homogenized and equivalent the sample with regard to the dependent variables (Chest passing,Lay up shot and Set shooting), as Tables (1) and (2) show.

Table 1. The arithmetic mean, median, standard deviation, and skewness value of the talents under study

Variables	Evaluation	Mean	Median	Std. Deviation	Skew ness
Chest passing	Second	11.247	10.387	1.765	0.487
Lay up shot	Degree	4.321	4.445	0.743	0.166
Set shooting	Degree	8.395	7.643	1.775	0.423

Table 1 displays the arithmetic mean, median, standard deviation, and skewness values for the variables under study. The skewness coefficient value was within the range of 0.166 and 0.487, which are values that are near to one integer and show that the sample members are homogeneous in the variables that are the subject of the study.

Table 2. The equivalency of the research samples.

Variables	Experimental		Control		T Value	Sig Level	Sig Type
	Mean	Std. Deviation	Mean	Std. Deviation			
Chest passing	9.765	0.777	10.321	1.323	1.762	0.157	Non sig
Lay up shot	4.387	0.872	4.762	0.888	1.723	0.212	Non sig
Set shooting	9.871	1.432	10.872	1.541	2.321	0.072	Non sig

The equivalency of the research samples is confirmed by Table (2), which makes it evident that the significance level is higher than 0.05, indicating that there are no disparities in the skills examined between the research groups.

The method used in this study is source and references. For data collection, tests and measures are used. The tools used include, 30 basketballs, 1 Dell laptop calculator, 6 indicators, 3 stopwatches and 3 whistles.

The first-year basketball curriculum is used to determine the skills that will be the subject of research. The skills chosen, such as the standing shot, the ladder shot, and the chest pass (Šimková & Válková, 2020). After the researchers examined a

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large number of scientific publications and studies, the tests decided to be used in this study, namely the chest pass test, the lay-up shot test and the shooting test set (Simamora, 2023).

The first-year basketball curriculum was used to define the skills that would be the subject of the study. The following skills were chosen is standing shot, ladder shot, and chest pass (Scanlan & Dalbo, 2019). The tests were decided as follows after the researchers examined a large number of scientific publications and studies is chest passing test, lay up shot test and set shooting test (Zhou & Li, 2024).

The scientific and field application was carried out on the research sample, which consisted of first-year students at the University of Karbala's College of Physical Education and Sports Sciences for the academic year (2024–2025), between November 15, 2024, and February 1, 2025, following the validation of the validity and integrity of all implemented procedures, including the scientific coefficients for testing the variables under study.

The pretests were administered by the researchers at the College of Physical Education and Sports Sciences basketball court on November 20, 2024, at 10:30 a.m. The sample data input form was used to document the outcomes. For the first stage, the researchers used the basketball curriculum from the departments and colleges of sports sciences and physical education. Twelve instructional units were required for the curriculum, with four units for each ability. Each unit lasted 90 minutes, and there were two units every week. The preliminary section, the major section, and the final section comprised the educational unit. There was a general warm-up and a particular warm-up in the preliminary section, an educational and practical component in the main section, and a little game, instructions, and dismissal in the final section. Regarding the overall duration and times for every educational unit segment, Table (3) demonstrates that.

Table 3. The total time of the educational program and the times of each section of the educational unit.

Lesson sections and times	Activity content	Time during the educational unit	Total time in minutes	Percentage
Preparatory section: 18 minutes	General Warm-Up	8 min	96 min	8.88 %
	Special Warm-Up	10 min	120 min	11.11 %
Main section: 60 minutes	Educational Aspect	20 min	240 min	22.22 %
	Practical Aspect	40 min	480 min	44.44 %
Final section: 12 minutes	Recreational Game	5 min	60 min	5.55 %
	General Instructions	2 min	24 min	2.22 %
	Taking absence and departure	5 min	60 min	5.55 %
	Total	90 min	1080 min	100 %

On February 1, 2025, at 10:30 a.m., the researchers measured the dimensions at the College of Physical Education and Sports Sciences basketball court. The pre-test was followed when conducting the tests. The researchers used the statistical package (SPSS) to arrive at results based on the data they obtained.

3. RESULT AND DISCUSSION

3.1 Result

The results of the skills studied between the pre- and post-tests of the experimental group:

Table 4. The statistical parameters and (T) values for the correlated samples between the pre- and post-tests of the skills studied for the experimental group.

Variables	Pre-test		Post-test		T Value	Sig Level	Sig Type
	Mean	Std. Deviation	Mean	Std. Deviation			
Chest passing	9.765	0.777	8.773	1.732	5.898	0.000	Sig
Lay up shot	4.387	0.872	8.543	1.845	12.904	0.000	Sig
Set shooting	9.871	1.432	14.972	2.871	7.876	0.000	Sig

Since the significance level is smaller than 0.05, it is evident from Table (4) that there are significant differences between the pre- and post-tests in the skills tests under investigation, favoring the post-test. This suggests that the educational program has an influence in favor of the post-test.

Table 5. The statistical parameters and (T) values for the correlated samples between the pre- and post-tests of the skills studied for the control group.

Variables	Pre-test		Post-test		T Value	Sig Level	Sig Type
	Mean	Std. Deviation	Mean	Std. Deviation			
Chest passing	10.321	1.323	9.121	1.897	4.731	0.001	Sig
Lay up shot	4.762	0.888	5.444	0.983	9.872	0.022	Sig
Set shooting	10.872	1.541	11.986	0.829	3.891	0.041	Sig

Table (5) makes it evident that the skills tests under investigation have significant differences between the pre- and post-tests, with the post-test winning out because the significance threshold is smaller than 0.05. This suggests that the control group's pre- and post-tests differed, with the post-tests showing a greater advantage.

Table 6. The (T) values for the unrelated samples and the significance level between the post-tests of the skills studied for the experimental and control groups.

Variables	Experimental		Control		T Value	Sig Level	Sig Type
	Mean	Std. Deviation	Mean	Std. Deviation			
Chest passing	8.773	1.732	9.121	1.897	14.881	0.000	Sig
Lay up shot	8.543	1.845	5.444	0.983	13.781	0.000	Sig
Set shooting	14.972	2.871	11.986	0.829	14.61	0.000	Sig

Since the significance level reached (0.000), which is less than (0.05), it is evident from Table (6) that there are significant differences between the experimental and control groups' post-tests in favor of the experimental group. This development for the experimental group as a result of using the team teaching strategy is confirmed.

3.2 Discussion

Tables (4), (5), and (6) make it evident that both the experimental and control groups' post-test scores show a discernible improvement in the abilities they have learned. Additionally, it's evident that the experimental group has a distinct advantage over the control group in the post-tests. The efficacy of the educational program employing the team teaching style is credited by the researchers. By using the teaching strategy of the team the experimental group studied with and by increasing the number of repetitions in the exercises, which has an impact on acquiring the initial principles of skills and is transferred well because " The learner needs repeated attempts to successfully complete the skill," the presence of multiple teachers in the lecture to teach skills and supervise their implementation clearly affects the process of skill education and reaching a good level of learning in the experimental group greater than in the control group" (Fitri et al., 2024).

Correcting the mistake by the team of teachers has a significant effect on how well kids learn to control and manage the ball, which lowers the likelihood of mistakes due to improved coordination and good feeling. Teaching in two schools allows students to practice sports in a way that incorporates joy and passion since it requires the class to be divided into two smaller groups than one (Maciel et al., 2020). Giving every student enough time to practice and closely observe the instructor, as well as the chance to practice skills repeatedly—particularly in shooting, where the player can hit the target multiple times increases feedback and helps them learn and consolidate skills at a high level in less time and effort (Branquinho et al., 2022). Because team teaching addresses individual differences among students, The "team teaching" approach can be applied to all educational levels due to its advantages for both the team and the students (Kadhem et al., 2025).

Schaefer achieved the objective of "developing the educational staff or when two teachers are better than one teacher" in a research he did on team teaching. Through this study, he highlighted the importance of using the team teaching style in place of more conventional teaching techniques (Jones & Winters, 2023). As a result, the researchers succeeded in accomplishing their goals.

4. CONCLUSION

Based on the results and discussion of this study, it can be concluded that the implementation of the team teaching strategy has a positive effect on students' learning of offensive basketball skills. This approach enhances the effectiveness of physical education instruction by providing students with more structured guidance, diverse feedback, and greater instructional support through collaborative teaching. The findings suggest that team teaching not only improves student performance in technical and motor skills but also fosters a more engaging and interactive learning environment. In the future, this research may serve as a valuable reference for developing innovative teaching models and for further studies on collaborative instruction across different sports and educational levels.

5. ACKNOWLEDGEMENT

The authors would like to express their deepest gratitude to everyone who supported and contributed to the completion of this research. Special thanks go out to Karbala University, College of Physical Education and Sports Sciences, for granting the necessary permits and providing facilities to conduct this research. Not forgetting to thank the first-year students who participated as research subjects with great enthusiasm and commitment throughout the trial period. Then, thank you to all academic and administrative staff involved in coordinating and facilitating the education unit and testing sessions. Then, thank the teaching team who helped implement the team's teaching strategy and contributed to the quality of instructional delivery during the experimental phase. Without the contribution and cooperation of these individuals and institutions, this research would not be possible.

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