



# Qualitative Analysis of the Role of Basketball Intern Students in Developing Early-Age Athletes' Skills

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Miranda Aulia Agustin\*, Dwi Setya Arianza Nuzzaman, Febi Kanaya Sani, Muhammad Iqba Feriantoro

## Abstract:

**Background:** Early childhood skill development through sports, particularly basketball, is essential for fostering motor abilities, discipline, and social interaction. Internship programs provide students with opportunities to connect theory with practice while contributing to children's growth. This study aims to explore the role of internship students in developing early childhood skills through basketball training.

**Methods:** A qualitative approach was employed, using interviews, observations, and documentation. The study involved five internship students who participated in basketball training sessions with young children.

**Result:** The findings revealed that internship students performed multiple roles as coaches, educators, facilitators, and motivators. Play-based strategies such as mini games, paired exercises, and light challenges were effective in maintaining children's engagement. Basketball training contributed positively to children's motor skills, discipline, self-confidence, and social interaction. Key challenges included limited facilities, children's short attention spans, and environmental constraints, which were addressed through creative instructional adaptations.

**Conclusion:** The study highlights the importance of creativity in coaching and demonstrates how internship students contribute to early childhood skill development. It supports motor learning theory and experiential learning concepts, emphasizing the value of practical, play-based approaches in sports education.

**Keywords:** Basketball Training, Early Childhood Development, Experiential Learning, Internship Students, Motor Skills

## 1. INTRODUCTION

Early childhood development serves as a crucial foundation for shaping character, motor skills, and social abilities (Sudaryanti et al., 2024). At this stage, appropriate stimulation through physical activities can help children improve coordination (Nurkamelia, 2019), balance (Ginanjar et al., 2023; Weir et al., 2024), and discipline (Mado, 2024). One effective form of activity is basketball, which not only trains physical fitness but also fosters teamwork (Candra et al., 2024) and self-confidence in children (Tanjung et al., 2023). Within the context of higher education, internship programs provide students with opportunities to apply the theories they have learned into real practice (Kurniati et al., 2025). Students of

the Sports Coaching Education (PKO) program have the chance to directly interact with young children through basketball training activities at Human. These activities enable students to develop coaching competencies while simultaneously contributing to children's development (Farhat et al., 2025). This study was conducted to analyze the role of internship students in developing early childhood skills through basketball training. The ultimate aim of this research is to describe the training process, its impact on children's development, and the challenges faced by students during the internship. The findings of this study are expected to provide valuable insights for the development of sports training models that are tailored to the characteristics of young children and to support the improvement of internship programs in the field of sports coaching.

## 2. MATERIAL AND METHOD

This study employed a descriptive qualitative approach to illustrate the role of internship students in developing early childhood skills through basketball training. The research subjects consisted of students from the Sports Coaching Education Program at Universitas Negeri Malang who served as basketball trainers, as well as early childhood athletes aged 5–7 years participating in the basketball program at Human. The sample was selected purposively, based

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on their active involvement in training activities. The research was conducted during the internship period, spanning several weeks of routine training sessions, which allowed for continuous observation and documentation. Data were collected through interviews with internship students to explore their strategies and reflections, interviews with young athletes to capture their experiences and perceptions, direct observations to record student–child interactions and children’s responses, and documentation in the form of activity notes, photographs, and video recordings. The research instruments included interview guidelines, observation sheets, and documentation records, which served as supporting evidence for triangulation (Sa’adi, 2025).

Data analysis followed the stages of qualitative case study analysis, namely data reduction, data display, and conclusion drawing (Ash-shiddiqi et al., 2025; Rahmani et al., 2025; Zulfirman, 2022), providing a comprehensive picture of the role of internship students and the involvement of young athletes in basketball training. The scope of the study was limited to internship students and early childhood athletes within the Human basketball program, with constraints including limited facilities and the relatively short attention span of children, which influenced the training process and outcomes.

### 3. RESULT AND DISCUSSION

#### 3.1 Result

The study provides a comprehensive picture of the role of internship students in early childhood basketball training. Data collected through interviews, observations, and documentation revealed that students acted not only as technical coaches but also as educators, facilitators, playmates, and motivators. This multifunctional role demonstrates that internships are not merely field practice but also a process of shaping students’ professional identity as future sports coaches.

Students’ strategies emphasized play-based learning. Mini games, paired exercises, singing during practice, and light challenges proved effective in maintaining children’s enthusiasm. Observations showed that children became more active, more confident, and better able to interact with peers. Furthermore, the training positively impacted fundamental motor skills such as dribbling, passing, and coordination. Children also developed discipline, self-confidence, and teamwork abilities. Challenges included limited facilities, short attention spans, and external factors such as weather. Nevertheless, students’ creativity in designing varied methods successfully addressed these obstacles.

**Table 1.** Table Of Interview Results For Respondent 1

Questions	Answer	Theoretical Interpretati
Motivation	Wanted direct practice and to test theory	Experiential learning
Role	Coach and child facilitator	Teacher as facilitator
Strategy	Small ball games and mini games	Motor learning theory through play
Challenge	Children get bored quickly	Importance of coach creativity
Impact	Children became more confident	Socio-emotional development theory
Expectation	More training equipment	Coaching management principles

**Table 2.** Table Of Interview Results For Respondent 2

Questions	Answer	Theoretical Interpretati
Motivation	Fulfilled MBKM assignment	Integration of theory and practice
Role	Playmate for children	Social interaction theory
Strategy	Simple mini games	Motor theory: play enhances skills
Challenge	Limited facilities	Method adaptation
Impact	Improved movement coordination	Motor development theory
Expectation	More structured schedule	Coaching planning principles

**Table 3.** Table Of Interview Results For Respondent 3

Questions	Answer	Theoretical Interpretati
Motivation	Interested in training young children	Intrinsic motivation
Role	Enforcing children’s discipline	Character education
Strategy	Singing while practicing	Creative play
Challenge	Children had difficulty focusing	Method variation
Impact	Children became more disciplined	Character education
Expectation	Involve parents	Bronfenbrenner’s ecological theory

**Table 4.** Table Of Interview Results For Respondent 4

Questions	Answer	Theoretical Interpretati
Motivation	Curious about early childhood world	Exploratory motivation
Role	Adjusted to children's character	Differentiated learning
Strategy	Paired exercises	Social learning theory
Challenge	Lack of training aids	Innovation in training media
Impact	Children became more physically active	Gross motor development
Expectation	More systematic training	Training periodization

**Table 5.** Table Of Interview Results For Respondent 5

Questions	Answer	Theoretical Interpretati
Motivation	Aspires to be a professional coach	Career development theory
Role	Motivating children	Social motivation theory
Strategy	Light challenges	Healthy competition
Challenge	Unfavorable weather	External factors
Impact	Children learned teamwork	Social development theory
Expectation	Regular evaluation	Continuous evaluation

### 3.2 Discussion

The discussion emphasizes that internship students' roles in early childhood basketball training have broad implications for sports education. Students not only taught technical skills but also shaped children's character through discipline, teamwork, and self-confidence. This aligns with motor learning theory, which highlights the importance of direct experience in motor skill learning (Noerpratomo et al., 2024; Palmer et al., 2025), and experiential learning, which asserts that students gain competencies through reflective practice (Amir et al., 2024; Bubikova-Moan et al., 2019; Fleer, 2021).

Challenges such as limited facilities and short attention spans were significant. However, students' creativity in adapting methods demonstrated that human factors outweighed material limitations. The improvement in children's motor skills was directly proportional to the enhancement of students' coaching competencies, creating a mutually beneficial relationship (Candra et al., 2023; Mustafa & Sugiharto, 2020).

The discussion also highlights the importance of parental involvement in supporting training programs. For example, the third respondent emphasized the need to involve parents to ensure children's discipline and consistency in practice. This supports Bronfenbrenner's ecological theory, which stresses that child development is influenced by interactions with their immediate environment, including family (Ibda, 2022; Tangel et al., 2025).

### 3.3 Implications

The implications of this study are broad, spanning theoretical, practical, and social dimensions. Theoretically, the study reinforces the understanding that early childhood motor learning is most effective when conducted through play-based approaches. Children grasp movement concepts more easily when activities are packaged in enjoyable formats, allowing them to practice physical skills while internalizing social and emotional values (Salsabila & Pratama, 2025). This aligns with motor learning theory, which emphasizes the importance of direct experience, and experiential learning theory, which asserts that students gain competencies through reflection on real-world practice.

Practically, the study demonstrates that internship programs are not merely academic requirements but meaningful learning platforms. Students not only coached technical skills but also learned classroom management, communication with children, and adaptation to limited facilities. Their creativity in overcoming challenges illustrates that human factors outweigh material constraints. For children, play-based basketball training provided dual benefits: improvement in motor skills and character development such as discipline, teamwork, and self-confidence.

Socially, the study highlights that sports can serve as a holistic educational medium. Children acquired not only physical skills but also essential social values for everyday life (Aliriad et al., 2024; Wulandari et al., 2024). Thus, internship programs contribute meaningfully to society by producing students better prepared for professional careers while simultaneously fostering children's holistic development.

### 3.4 Research Contributions

The contributions of this study can be observed across several complementary aspects. Academically, the study enriches literature on the role of internship students in early childhood sports education. By focusing on play-based strategies, it provides new perspectives on how motor learning theory can be practically implemented in real settings. This expands academic discourse on the relationship between theory and practice in sports education. Methodologically, the study employed data triangulation through interviews, observations, and documentation. This approach offered a more comprehensive picture and enhanced research validity. By adopting a qualitative case study, the researchers captured the dynamics of student-child interactions in depth, making the findings richer and more meaningful.

Practically, the study presents a play-based training model adaptable by coaches, teachers, and other students. This model is flexible, applicable even under limited facilities, and effective in improving children's skills. Thus, the study provides tangible solutions for sports education, particularly in early childhood contexts. Socially, the study demonstrates that sports can serve as a holistic educational medium integrating physical, social, emotional, and character aspects. By involving internship students, the study not only enhanced student competencies but also contributed positively to society through early childhood development.

### 3.5 Limitations

Although the study provides significant findings, several limitations should be acknowledged. First, the number of respondents was limited to five internship students, making the results less generalizable. Second, the research focused primarily on students' perspectives, while parents', professional coaches', and children's viewpoints were not deeply explored, restricting the analysis to one side of the interaction.

Third, facility limitations posed significant challenges. Limited training grounds and supporting resources affected the variety of methods that could be applied. Fourth, the short duration of the study prevented observation of long-term impacts of basketball training on children's development. Fifth, the research was conducted within a local context at one university and one internship site, so findings may differ if applied in broader or different contexts. These limitations do not diminish the value of the study but instead open opportunities for future

research to expand scope, involve more respondents, and explore more diverse perspectives.

### 3.6 Suggestions

Based on the findings and limitations outlined, several suggestions can be proposed for future research and practical implementation. First, adequate facilities should be provided to optimize the application of diverse training methods. Limitations in equipment such as balls, cones, or appropriate courts often hinder training implementation. With better facilities, internship students can develop more creative and varied methods, offering children richer learning experiences.

Second, future research should involve larger and more diverse samples. Expanding the number of respondents, both students and child participants, will make the findings more representative and generalizable to broader contexts. In addition, involving students from different universities or study programs will provide a more comprehensive perspective on the role of internships in sports education.

Third, parents' and professional coaches' perspectives should be incorporated in future studies. Parents play a crucial role in supporting children's consistency in training, while professional coaches can provide insights into the effectiveness of methods used by students. Involving multiple stakeholders will enrich the research and capture the dynamics of training more holistically.

Fourth, training structures should be systematically designed using macro, meso, and micro cycles. This periodization approach will help students plan more targeted and sustainable training programs. Consequently, the impact of training on children's development can be observed more consistently and measurably.

Fifth, internship programs should include regular evaluations. These evaluations should not only assess the effectiveness of methods applied but also provide feedback for students to improve their competencies. Continuous evaluation will ensure that internship programs truly benefit both students and child participants.

## 4. CONCLUSION

This study confirms that internship students play a crucial role in developing early childhood skills through basketball training. Their roles extend beyond technical coaching to encompass educational,



motivational, and social dimensions. Students acted as facilitators who created enjoyable learning environments and as motivators who fostered children's self-confidence. Play-based strategies proved to be highly effective, as children were more enthusiastic, more focused, and more capable of mastering fundamental motor skills when activities were presented in the form of games.

The program not only benefited children but also provided meaningful learning experiences for students. Through direct practice, students tested theoretical knowledge acquired in class while simultaneously developing professional competencies such as creativity, communication, classroom management, and adaptability. This created a mutually beneficial relationship: children gained skills and character development, while students enhanced their coaching competencies and professional identity.

The conclusion reinforces motor learning theory and experiential learning theory, both of which emphasize the importance of direct experience in motor skill acquisition and student competency development. The study also highlights that sports, particularly basketball, can serve as a holistic educational medium integrating physical, social, emotional, and character aspects. Overall, the findings demonstrate that sports-based internship programs are not only relevant for student development but also contribute significantly to early childhood education. Therefore, it is essential for educational institutions to continue supporting and expanding internship programs so that their benefits can be more widely experienced by students, children, and society at large.

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## 6. AUTHOR CONTRIBUTION STATEMENT

This study is the result of collaborative work among all authors, each contributing complementary roles that ensured the research was successfully conducted and produced meaningful findings.

Miranda Aulia Agustin played a major role in the conceptualization of the study. She designed the research framework, formulated interview questions, and conducted data collection in the field. In addition, Miranda was responsible for drafting the initial manuscript, providing clear structure and direction from the early stages of the research.

Dwi Setya Arianza Nuzzaman contributed to the development of methodology and data analysis. He ensured that the qualitative approach employed aligned with the research objectives and carried out in-depth analysis of interview and observation results. His role was crucial in maintaining the validity and reliability of the study.

Febi Kanaya Sani was responsible for data processing and manuscript editing. She organized interview findings into systematic tables and ensured that the research narrative remained consistent and comprehensible. Febi also refined the language of the manuscript to meet academic standards.

Muhammad Iqba Feriantoro acted as the supervisor, providing academic guidance and performing the final revision of the manuscript. He ensured that the study not only met methodological standards but also offered significant theoretical and practical

contributions. His role as academic advisor guaranteed the overall quality of the research.

## AUTHOR INFORMATION

### Corresponding Authors

Miranda Aulia Agustin, Universitas Negeri Malang, Fakultas Ilmu Keolahragaan, Indonesia

 <https://orcid.org/0009-0004-4274-6932>

Email: [miranda.aulia.2306316@students.um.ac.id](mailto:miranda.aulia.2306316@students.um.ac.id)

### Authors

Dwi Setya Arianza Nuzzaman, Universitas Negeri Malang, Fakultas Ilmu Keolahragaan, Indonesia

 <https://orcid.org/0009-0002-3534-6143>

Email: [dwi.setya.2306316@students.um.ac.id](mailto:dwi.setya.2306316@students.um.ac.id)

Febi Kanaya Sani, Universitas Negeri Malang, Fakultas Ilmu Keolahragaan, Indonesia

 <https://orcid.org/0009-0008-7369-314X>

Email: [febi.kanaya.2306316@students.um.ac.id](mailto:febi.kanaya.2306316@students.um.ac.id)

Muhammad Iqba Feriantoro, Universitas Negeri Malang, Fakultas Ilmu Keolahragaan, Indonesia

 <https://orcid.org/0009-0008-0657-2372>

Email: [muhammad.iqba.2306316@students.um.ac.id](mailto:muhammad.iqba.2306316@students.um.ac.id)

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