

## THE PROCESS OF LEARNING FUNDAMENTAL FOOTBALL TECHNIQUES: A STUDY OF KICKING AND BALL STOPPING

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### Article Info

#### Article history:

Received January 02, 2022

Revised February 12, 2022

Accepted February 20, 2022

#### Keywords:

Learning

Football

Kicking and Stopping the Ball

Interesting

### ABSTRACT

Football is a sport that is very popular with students. They play only to seek joy. It turned out that after interviews with students, information was obtained that students felt less interested, afraid, and had leg pain after kicking the ball. The problem formulation of this research is how to improve the learning of basic soccer techniques in kicking and stopping the ball. While the objectives of this study were to describe the improvement of learning the basic techniques of soccer kicking and stopping an interesting ball, several conclusions were obtained from the research as follows: The learning plan for the basic soccer technique of kicking and stopping the ball, as outlined in the syllabus and developed in the Learning Implementation Plan, helps condition students to be active, creative, and fun because students are not bored and pressured to learn. Physical education teachers are expected to develop creativity and innovation. The use of fun and dynamic forms of play Making activity models in physical education learning needs to be improved so that students gain convenience in achieving competence. It is necessary to carry out classroom action research for learning other physical education materials so that the goal of improving the quality of physical education learning can be achieved.

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## 1. INTRODUCTION

Physical education, sports, and health are teaching programs that are very important in shaping the fitness of students (Hills et al., 2015; Conkle, 2019). The learning of sports and health is expected to be able to direct participants to be able to engage in sports activities in order to create a healthy and strong young generation. Physical and health education taught in schools has a very important role in various ways, including providing opportunities for students to be directly involved in various learning experiences through physical activities, games, and selected sports that are carried out systematically (Pangrazi & Beighle, 2019; Quennerstedt, 2019). The provision of learning experiences aimed at fostering physical development, character development, movement skills, harmonious personality, and the formation of a healthy and fit lifestyle for life.

One of the statements in the curriculum at the education unit level (Curriculum 2013) states that the mission of education is to carry out active, innovative, creative, effective,

and fun learning (Prihantoro, 2015). A teacher can modify learning tools and can be related to the conditions of the learning environment.

The results of observing the table tennis learning process for students in class V MI Kinandang have not gone well. There are still many students who have not been able to analyze the basic techniques of playing soccer. In the process of learning soccer for class V students, many students are not yet active. Following the learning process, there are still many mistakes that students make in carrying out basic soccer techniques.

Bauer et al. (2001); Alrasheed (2019) stated that passing is the act of transferring the momentum of the ball from one player to another. The passing technique is divided into 3, namely: passing using the inside of the foot, passing using the back of the foot, and passing using the outside of the foot. The most frequently used passing technique in games and matches is passing using the inner foot. Therefore, students must master basic passing techniques using the inner foot in football games. Passing using the inside of the foot is often done because there is a large surface so as to provide better ball control (Hargreaves, 2009; Wikarta & Rofik, 2020; kahar et al., 2022).

The passing technique using the inside of the foot consists of indicators of the initial position (Effendi, 2017; Rustanto, 2017; Maekhendra & Rofik, 2020; Rohman et al., 2021): (1) Standing facing the direction of movement, (2) Putting the pedestal next to the ball. Core movements: (1) Pull and swing the leg that will be used to kick, (2) Kick the ball in the middle using the foot that has the power to kick. Final position: (1) The gaze remains focused on the ball and the target. (2) Transfer your weight to the forefoot at the same time as the foot you are using.

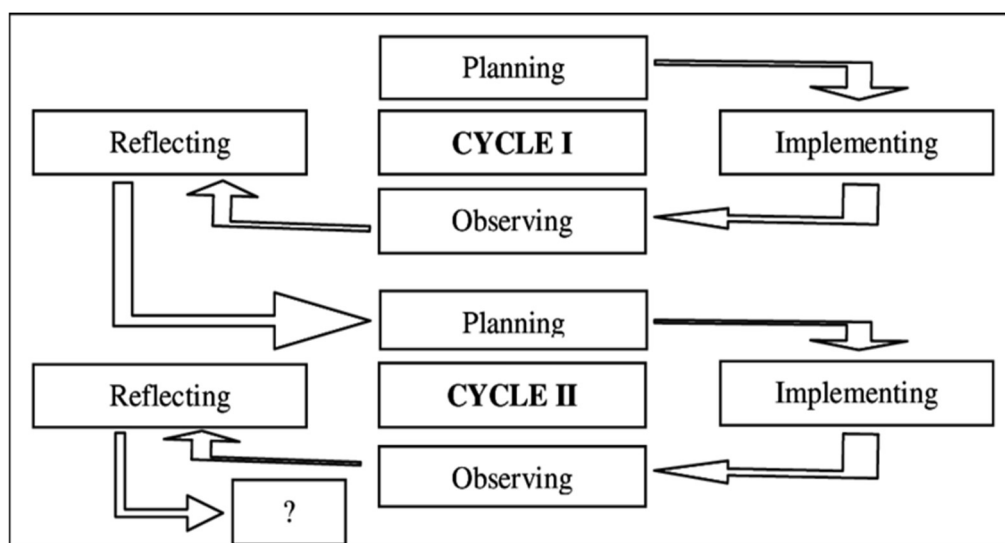
Based on the description above, the physical education teacher at MI Kinandang, as the author intends to conduct classroom action research on class V students at MI Kinandang with the title "The Process of Learning Basic Engineering Football Kicking and Stopping Attractive Balls".

## 2. METHOD

This research uses an action study, or CAR (Classroom Action Research). This research aims to improve the quality of learning in the classroom (Mettetal, 2002; Khasinah, 2013; Meesuk et al., 2020). Starting from a problem faced by the teacher in the classroom during the teaching and learning process, an alternative is planned to improve the situation. After that, it is tried out and evaluated.

In carrying out this research, the researcher used two cycles because, according to the researcher, improving the quality of students cannot change suddenly. There are times when the first result is not good, and further action is needed. The reasons for using Classroom Action Research (CAR) are a) to improve the learning process for physical education subjects, and b) the actions taken are in the form of applying audio-visual table tennis learning video media to improve cognitive learning outcomes.

The description below regarding the Class Action Research (CAR) cycle is as follows:



**Figure 1.** Class Action Research (CAR) cycle

The purpose of the data analysis method is to interpret and draw conclusions from the collected data. If the test results in the second cycle are greater than in the first, the student's learning outcomes in the basic table tennis technical material will increase.

a. Individual Completeness

The Minimum Completeness Criteria (KKM) for class V students at MI Kinandang is 12, based on the learning curriculum. For Class V students, the Minimum Completeness Criteria (KKM) is 76. Students are said to have completed learning if individual students get a test score of at least 76. The technique is used to determine whether or not there is an increase in learning outcomes for basic table tennis techniques using audio-visual media.

b. Classical Completeness

According to Trianto (2010), a class is said to have completed its learning (classical completeness) if in the class there are  $> 85\%$  of students who have completed their studies. To find out the achievement of student learning mastery, the data in the form of values obtained by holding tests in each cycle will be analyzed with the limits of student mastery determined by the classical mastery formula.

### 3. RESULTS AND DISCUSSION

The results of the initial survey are as follows: There are 12 students in class V MI Kinandang for the academic year 2021–2022, who take physical education, especially soccer games, consisting of 5 male students and 7 female students. Judging from the soccer learning process, especially how to play soccer, it can be said that the learning process is in the less successful category. The initial conditions for learning to play football for students of class V MI Kinandang in the 2021/2022 academic year before being given an action learning model through audio-visual learning media are presented in the form of Table 1 as follows.

**Table 1.** Description of learning to play football for students

Value Range	Description	Criteria	Total	Percentage (%)
100-91	Very well	Complete	-	0,00
90-80	Well	Complete	-	0,00
79-76	Enough	Complete	3	34,38
75-66	Not enough	Not Complete	5	37,50
65	Less once	Not Complete	4	28,12
	Total		12	100

Based on the results of the initial data recapitulation before being given action, it can be explained that the majority of students have not shown good learning outcomes, with a percentage of learning completeness of 34.38% of students.

Through the description of the initial data that has been obtained, each aspect shows the lack of learning success criteria. Then action was arranged to improve the quality of learning materials for playing soccer for class V MI Kinandang students in the 2021/2022 academic year through the application of audio-visual learning media. The implementation of the action will be carried out in 2 cycles, each cycle consisting of 4 stages, namely: (1) Planning; (2) Action Implementation; (3) Observation and interpretation; and (4) Analysis and Reflection.

### Cycle I

#### a. Planning

The researcher prepares a classroom action research plan as follows:

1. Have a discussion with the PE subject teacher about the research plan to be carried out.
2. Determine the fundamental competencies and subject matter.
3. Gather research materials and tools

#### b. Cycle 1 of Action Implementation

1. Carry out actions that are in accordance with the lesson plans and student observation guidelines.
2. The teacher guides students in the learning process through PowerPoint videos, leads, directs, and evaluates discussion and practice activities. During the learning process, the observer recorded the activities of the students and the teacher.
3. During the learning process, all students are asked to take notes on the material being taught.
4. After learning is complete, both the first and second meetings are held for an assessment. Cognitive tests were carried out by giving written descriptions of questions, and psychomotor tests were carried out by observing the movement of basic soccer techniques.

## a) Observation

Basically, learning through audio-visual media is enough to give a new passion and enthusiasm for soccer learning, this can be observed from the attitude of students who are enthusiastic about listening to videos given by the teacher. There is still an opportunity in cycle II with the hope that the results will be better.

**Table 2.** Results observation cycle II

Value Range	Description	Criteria	Total	Percentage (%)
100-91	Very well	Complete	-	0,00
90-80	Well	Complete	4	31,25
79-76	Enough	Complete	3	28,13
75-66	Not enough	Not Complete	2	13,65
65	Less once	Not Complete	3	25,07
	Total		12	100

## b) Analysis and Reflection

The achievement table above, shows that student learning outcomes have increased according to the achievement targets listed in the proposal. However, there is still a need for improvement in the methods applied. The successes and obstacles that occurred at this meeting were as follows:

## Teacher/Student Success:

Based on the initial conditions, students showed good learning outcomes, with a percentage of students who completed 59.38% and students who did not complete 40.63%.

## Obstacles faced by teachers/students:

Obstacle after obstacle can be overcome little by little, although it still needs improvement and development. These obstacles include the number of students who cannot perform the movements correctly due to learning in the network, which has a very short duration of learning.

## c) Improvement Plan

Based on the results of the analysis in the first cycle of learning, it is necessary to make improvements in the next cycle, including:

- 1) Physically prepare students by encouraging them to warm up properly.
- 2) Increase student motivation so that they are more enthusiastic about participating in table tennis learning teaching and learning activities.
- 3) Make audio-visual learning videos so that students can be clearer in participating in learning.

**Cycle II****a. Planning**

Researchers plan class action cycle 2 as follows:

Conducted discussions with observers about the research plan to be carried out in cycle 2 based on the reflection of cycle 1. Designed to correct deficiencies in learning cycle 1. To see the success of using audio-visual media, the researcher and observer planned the material to be taught in cycle 2.

**b. Implementation of Cycle 2 (Actions 1 and 2)****Action 1**

The action in cycle 2 is the implementation of a series of activities that have been corrected to overcome the problems in cycle 1, so that the successful use of audio-visual media in soccer learning can be seen. The planned learning activities are observing soccer learning videos that have been made by the teacher and then practicing them. In cycle 2, observations were also made regarding student activities during learning, the same as in cycle 1. Teaching and learning activities in cycle 2 were carried out according to the design that had been prepared.

**Action 2**

The implementation of cycle 2 in the 2nd action in this PTK carries out learning activities for basic soccer techniques. Through the implementation of learning and understanding the game of soccer, students are guided to practice a series of basic soccer technique movements. So that students are expected to understand how to do it correctly, then they can practice it well.

**a) Observation**

In this step of observation and interpretation, researchers and teachers collaborate during the learning process. The results of the observations concluded that:

In learning with audio-visual learning media, it is enough to give a new passion and feel to learning to play table tennis, this can be seen from the satisfactory test results in cycle II.

**Table 3.** Results observation cycle II

<b>Value Range</b>	<b>Description</b>	<b>Criteria</b>	<b>Total</b>	<b>Percentage (%)</b>
100-91	Very well	Complete	-	0,00
90-80	Well	Complete	7	78,12
79-76	Enough	Complete	2	9,38
75-66	Not enough	Not Complete	3	12,50
65	Less once	Not Complete	-	0,00
	<b>Total</b>		<b>12</b>	<b>100</b>

### c. Analysis and Reflection

The test results in cycle II showed that the results of learning to play table tennis carried out by students increased from 34.38% in the initial conditions to 59.38% at the end of the first cycle and increased to 87.51% at the end of the second cycle. However, it is still necessary to improve the method applied so that the percentage of student learning outcomes can increase to 100%.

## Cycle III

### a. Planning

The researcher plans the activities of the third cycle class as follows:

Conduct discussions with observers about the research plan to be carried out in cycle III based on reflection in cycle II. Designed to correct deficiencies in cycle II learning. To see the success of using audio-visual media, the researchers and observers planned the material to be taught in cycle III.

### b. Implementation of Cycle III

The action in cycle 3 is the implementation of a series of activities that have been corrected to overcome the problems in cycle II so that the successful use of audio-visual media in learning table tennis can be seen. The planned learning activities are observing soccer learning videos that have been made by the teacher and then practicing them. In cycle III, observations were also made regarding the activities of students during learning, just as in cycle II. Teaching and learning activities in cycle III were carried out according to the design that had been prepared, namely more on the development of motion in variations of motion with table tennis grip material, types of forehand and backhand strokes, as well as various kinds of strokes, especially service strokes on the psychomotor aspect.

### c. Observation

In this step of observation and interpretation, researchers and teachers collaborate during the learning process. The results of the observations concluded that:

In learning with audio-visual learning media, it is enough to give a new passion and nuance to learning to play soccer, this can be seen from the satisfactory test results in cycle III.

**Table 4.** Results observation cycle III

Value Range	Description	Criteria	Total	Percentage (%)
100-91	Very well	Complete	3	21,88
90-80	Well	Complete	7	71,88
79-76	Enough	Complete	2	6,24
75-66	Not enough	Not Complete	-	0,00
65	Less once	Not Complete	-	0,00
	Total		12	100

## d. Analysis and Reflection

The success in learning activities obtained after carrying out cycle II is as follows as in the description below:

Student success:

The test results in cycle III showed that the results of learning to play soccer carried out by students increased from 34.38% in the initial conditions to 59.38% at the end of the first cycle, increased to 87.51% at the end of the second cycle, and increased to 100% at the end of cycle III. A comparison of learning outcomes at the end of the cycle I, cycle II, and cycle III is presented in the form of Table 6 as follows:

**Table 5.** A comparison of learning outcomes of the cycle I, cycle II, and cycle III

Value Range	Description	Percentage (%)			
		Preliminary Data	Cycle I	Cycle II	Cycle III
100-91	Very well	0,00	0,00	0,00	21,88
90-80	Well	0,00	31,25	78,12	71,88
79-76	Enough	34,38	28,13	9,38	6,24
75-66	Not enough	37,50	13,65	12,50	0,00
65	Less once	28,12	25,07	0,00	0,00

With regard to the results referred to in the table, it can be concluded that the application of audio-visual learning media provides many benefits and enlightenment in the method of learning basic techniques and playing soccer for students in Class V MI Kinandang and more challenging students to practice playing table tennis on teaching and learning activities carried out.

#### 4. CONCLUSION

Classroom Action Research on the fifth-grade students of MI Kinandang was carried out in two cycles. Each cycle consists of four stages, namely: (1) planning; (2) action implementation; (3) observation; and (4) analysis and reflection. Based on the data analysis that has been done and the discussion that has been disclosed in the results and discussion, it is concluded that learning through the application of audio-visual learning media can improve the learning outcomes of playing soccer in class V MI Kinandang students. From the results of the analysis, we obtained a significant increase from cycles I and II. The results of learning to play soccer in the first cycle in the complete category were 59.38%. The number of students who completed was 5. In the second cycle, there was an increase in the percentage of students' learning outcomes in the complete category of 87.51%, while 7 students who completed were In cycle III, there was an increase in the percentage of student learning outcomes in the complete category by 100%, while students who completed 12 credits were.



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