

## THE EFFECT OF TEACHING STYLE AND INTEREST ON PASSING LEARNING OUTCOMES IN FOOTBALL GAMES

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### **Abstract**

*This research aimed to obtain empirical facts about the differences in learning outcomes of passing in football games between students who were taught using reciprocal and inclusive teaching styles. The research design was an experimental level 2 x 2 ANOVA factorial design. The sampling technique in this research used cluster sampling so that each group consisted of 10 students. The research results were (1) based on the analysis results of the variance in the appendix, at the level  $\alpha = 0.05$ ,  $F_h > F_t$  is  $50.20 > 4.03$ . Thus, it could be concluded that there were differences in the learning outcomes of passing in football games between the inclusive and the reciprocal teaching styles; (2) the analyses results of the variance in the appendix, at level  $\alpha = 0.05$ ,  $F_h > F_t$  is  $15.40 > 4.02$ ; hence, it could be concluded that there was an interaction between teaching style and learning interest in the learning outcomes of passing in football games; (3) then proceed with the Tukey test in  $A_2B_2$  and  $A_1B_2$  groups, where  $Q_h = 75$  and  $Q_t = 2.81$ ; thus, it could be concluded that the reciprocal teaching style was better than the inclusive teaching style on passing learning outcomes in football material at a group of students with low interest in learning; (4) furthermore, proceed with the Tukey test in  $A_1B_1$  and  $A_2B_1$  groups, where  $Q_h = 22.13$  and  $Q_t = 2.81$ ; hence, it could be concluded that the inclusive teaching style was better than the reciprocal style on passing learning outcomes in football material at a group of students with high learning interest.*

**Keywords:** *learning outcomes of passing; football; teaching style; learning interest*

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## INTRODUCTION

Physical education, according to (Chief Curriculum Development Officer (Physical Education, 2007), is a phase of the overall educational program that contributes, primarily through movement experiences, to the total growth and development of each child. Physical education is defined as education and movement and must be carried out appropriately to be meaningful for children.

Physical education is a learning program that provides proportional and adequate attention to the learning domains, i.e., psychomotor, cognitive, and affective.

Physical education is an educational process that utilizes physical activity to produce holistic changes in individual quality, both physically, mentally, and emotionally. Physical education treats the child as a unified whole, a total being, rather than just considering him as someone whose physical and mental qualities are separate. As an integral part of the education systems, physical education aims to improve individuals organically, neuromuscularly, intellectually, and emotionally through physical activity (Dewi & Verawati, 2021).

Indeed, physical education is a vast field of study. The point of concern is the increase in human movement. More specifically, physical education deals with the relationship between human movement and other areas of education: the relationship between the development of the physical body and the mind and spirit. His focus on the influence of physical effects on areas of growth and development of other aspects of the human being makes him unique. No other single field, like physical education, is concerned with total human development. Physical education is a learning process through physical activity designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, sportsmanship, and emotional intelligence. The learning environment is carefully regulated to enhance the growth and development of all physical, psychomotor, cognitive, and affective domains for each student (Supriadi et al., 2022).

The scope of physical education includes aspects of games and sports, development activities, self-test/ gymnastics, rhythmic activities, aquatic (water activities), and outdoor education. Based on the characteristics of Junior High School students aged 12-16, most of them tend to like playing. Therefore, teachers must be able to develop effective learning besides understanding and paying attention to the characteristics and needs of students. The implementation needs to be carried out in a planned, gradual, and sustainable manner. In turn, students are expected to be able to increase a positive attitude toward themselves and appreciate

the benefits of physical activity for improving one's quality of life. Thus, a sporty spirit and active lifestyle will be built. One of the materials in Junior High School that students learn is the game of big ball, namely football (Supriadi et al., 2021) (Mesnan et al., 2019)

In a football game, a football player must master the basic techniques of playing football correctly. The basic technique of playing football consists of kicking techniques, ball-holding techniques, ball-passing techniques, feint techniques, ball-heading techniques, ball-grabbing techniques, throw-in techniques, and goalkeeping techniques. Sucipto further stated, according to. (Danurwindo et al., 2017) Some of the basic techniques that a football player needs to have are kicking, stopping, passing, heading, tackling, throw-in, and goalkeeping.

Passing is the art of transferring the ball's momentum from one player to another. Passing is best done using the feet, but other body parts can also be used (Donà et al., 2009) You can move the ball even faster so that you can create large open spaces and have the opportunity to pass more passes if you can pass with high skill and accuracy. Passing requires a lot of techniques, which are essential to keep control of the ball. With good passing, you will be able to run into open spaces and take control of the game while building your attack strategy. The main objective of passing is to flow the ball and create opportunities to score goals so that opposing players do not easily seize control of the ball because the ball is kept away from the opponent by passing. Several passing techniques in football refer to how a player executes his movements. The division is based on the use of the foot in passing. Passing can be performed with the inside foot, outside foot, or even with the toe.

The results of the first observation conducted at a Public Junior High School in Deli Serdang Regency found the following problems: (1) students tend to play ball regardless of good technique, where passing is not carried out according to theory; (2) lack of student motivation, seen from the readiness of students when in the football field and class; (3) football learning is only done by male students; indeed, female students do not want to play football at all; (4) football learning is

not implemented as attractively as possible by applying the concept of playing with activities physically; the teacher only gives the ball and then students play free without being taught good techniques with the application of interesting learning; (5) less interest in student learning; indeed, through observation, it can be assessed that there is a lack of feelings of pleasure in learning physical education, and there is no willingness of students to carry out activities. Students who dislike girls and some boys choose to play baseball than football. This physical education teacher did not carry out three stages of learning motion; (6) data on student learning outcomes on passing material is considered low, and it is obtained from the mid-semester data of T.A. 2021/2022 even semester as seen in the table below:

**Table 1.** Assessment Data on Public Junior High School Students

No	Class	Number of Students	< 75	> 75
1	VIII <sup>1</sup>	40	17 students	23 students
2	VIII <sup>2</sup>	40	12 students	28 students
3	VIII <sup>3</sup>	45	13 students	32 students
4	VIII <sup>4</sup>	41	15 students	21 students
5	VIII <sup>5</sup>	42	12 students	30 students

The result of the second observation reveals that a football game is the most frequently conducted material by physical education teachers; however, the concept of implementing learning does not lead to the sub-material being taught by the teacher but only playing ball to make sweat. Even though the teacher should teach students how to do the football technique; hence, the learning objectives are not achieved, then some of the problems obtained in the implementation of the second observation were the readiness of students in learning physical education was quite bad because many students were always late to change clothes and line up in the field.

Improving the learning outcomes of this passing material needs the role of the teacher who provides a stimulus to students through the teaching style applied by the physical education teacher because the application of the teaching style greatly affects student learning outcomes. In this globalization era, students are used to learning from what they see, hear, and feel. Hence, if the physical education teacher does not master the teaching style/ learning model, it will make students

more bored to participate in learning. The selected teaching styles are inclusive and reciprocal teaching styles. The selection of two teaching styles is based on observations of the implementation of the material and the advantages of each teaching style. According to the researchers, passing material in football games would be more appropriate to be taught through different levels of task difficulty (inclusion) and more suitable to be taught through the concept of pairs (reciprocal), so researchers chose that teaching style.

The reciprocal method approach provides freedom to students to make decisions regarding the implementation of tasks, students are given the obligation to assess learning outcomes in a limited way (Imran Akhmad, 2022). Assessment is only limited to formative or corrective assessment by someone against a student or a group of students. According to (Aldo Bonar Simbolon, 2022) this style starts with paying attention to larger changes in making decisions from the teacher to students. Students are responsible for observing the appearance of their friends or partners and providing immediate feedback when they move.

Not only linking teaching style in improving passing learning outcomes in football games. However, the psychological aspect can also affect the learning outcomes of passing in a football game; one of the psychological aspects in question is interest. In contrast to talent, interest arises from acquaintance with the environment or the results of interacting and learning with the environment (Ayu, 2009). If someone already has an interest in something, it will become a potential for the person concerned to achieve success in that field. Because interest will create an extraordinary energy to fight for what he is interested in. Moreover, if that interest is in harmony with his talent, then his strength is even more extraordinary. Therefore, besides talent, the interest of students should be a significant thing to pay attention to educators and parents.

Achieving good performance besides intelligence is also interesting because, without interest, all activities will be carried out less effectively and efficiently. In daily conversation, the notion of attention is confused with interest in

the exercise of attention as if we accentuate the function of thought. In contrast, in interest, it seems as if it accentuates the function of taste, but indeed, what attracts interest causes us to pay attention, and what causes our attention to be attracted to interest. join us (Nazirun et al., 2019)

Interest arises when there is attention, in other words, interest is a cause and effect of attention. Someone who has attention to learning something means that he has a positive attitude and feels happy about it, otherwise, feeling unhappy will inhibit him. Interest arises because internal and external factors determine one's interest (Aldo Bonar Simbolon, 2022)

Interest greatly affects learning activities. Students who are interested in physical education will study physical education seriously, such as being diligent in studying, feeling happy following the presentation of physical education lessons, and not even feeling tired if the teacher provides physical activity that is quite strenuous. Interest is closely related to motivation. Likewise, if there is an interest in student learning in a passing material of football games, students will show a positive attitude in implementing passing learning. Several studies that support the research conducted by researchers are (Abdi et al., 2020), (Dewi & Verawati, 2021), (Imran Akhmad, 2022), (Ihsan et al., 2022), (Moerianto et al., 2020) and (Supriadi et al., 2022)

## **METHOD**

The research was conducted using an experimental method. This method was a research method used to find the effect of certain treatments ((Sugiyono, 2010). In this research, two different teaching styles were compared, namely the inclusive teaching style and the reciprocal teaching style with student interest attributes' variables consisting of high interest and low interest.

Based on these calculations, it was found that 27% of each group for the highest and lowest scores was  $27\% \times 38 = 10.26$  rounded up to 10 people. Thus, each group consists of 10 people. The results of sampling obtained four groups, namely: (1) a first group is a group of students taught with an inclusive teaching

style with high interest ( $A_1B_1$ ); (2) A second group is a group of students who are taught with an inclusive teaching style that has a low interest ( $A_1B_2$ ); (3) A third group is a group of students who are taught with a reciprocal teaching style and who have high interest ( $A_2B_1$ ); (4) A fourth group is a group of students who are taught with a reciprocal teaching style and have low interest ( $A_2B_2$ ). According to the experimental research design by level  $2 \times 2$ , the hypothesis testing was carried out using a two-way analysis of variance (ANOVA). However, several tests will be conducted before the analysis is carried out.

First, raw data processing is carried out and aims to find the mean, median, mode, standard deviation, range, maximum value, and minimum value. Furthermore, the frequency distribution is visualized through tables and histograms. Then, the analysis requirements are tested, i.e., the normality test and homogeneity test. After that, a hypothesis test was carried out using a two-way analysis of variance (ANOVA) and continued with the Tukey test to determine which group had better passing learning outcomes in football games, which was carried out at a significance level of  $\alpha = 0.05$ .

## RESULTS AND DISCUSSION

Before carrying out the analysis of variance (ANOVA), the analysis requirements test was first carried out, namely (1) the normality test; and (2) the population homogeneity test.

### Normality Test

The normality test for passing learning outcomes scores was carried out using the Liliefors test at a significant level  $\alpha = 0.05$ . Summary of sample normality test outcomes is:

**Table 2.** Summary of Sample Normality Test Outcomes

Group	N	Lo	Lt	Conclusion
$A_1B_1$	10	0.0888	0.242	Normal
$A_1B_2$	10	0.1090	0.242	Normal
$A_2B_1$	10	0.1357	0.242	Normal
$A_2B_2$	10	0.0844	0.242	Normal
$A_1B_1B_2$	20	0.0764	0.173	Normal
$A_2B_1B_2$	20	0.1088	0.173	Normal
$A_1A_2B_1$	20	0.1100	0.173	Normal
$A_1A_2B_2$	20	0.1515	0.173	Normal

Based on the table above, the obtained Lo for the entire sample group is smaller than the Lt. Thus, it can be concluded that the sample comes from a normally distributed population. Therefore, these results have implications that parametric statistical analysis can be used to test the hypotheses proposed in this research; hence, the first requirement for testing has been fulfilled.

### Homogeneity Test

The homogeneity test of variance for each group of data on passing learning outcomes from each treatment uses the Barlett test at a significance level of  $\alpha = 0.05$ .

#### a) Four Groups' Homogeneity Tests

**Table 3.** Summary of Four Groups Homogeneity Outcomes

Group	N	X <sup>2</sup> h	X <sup>2</sup> t	Conclusion
A <sub>1</sub> B <sub>1</sub>	10			
A <sub>1</sub> B <sub>2</sub>	10	2.30	7.81	Homogeneous
A <sub>2</sub> B <sub>1</sub>	10			
A <sub>2</sub> B <sub>2</sub>	10			

#### b) Two Groups' Homogeneity Tests (A<sub>1</sub>B<sub>1</sub>B<sub>2</sub> and A<sub>2</sub>B<sub>1</sub>B<sub>2</sub>)

**Table 4.** Summary of Two Groups Homogeneity Outcomes

(A <sub>1</sub> B <sub>1</sub> B <sub>2</sub> and A <sub>2</sub> B <sub>1</sub> B <sub>2</sub> )				
Group	N	X <sup>2</sup> h	X <sup>2</sup> t	Conclusion
A <sub>1</sub> B <sub>1</sub> B <sub>2</sub>	20	3.15	3.84	Homogeneous
A <sub>2</sub> B <sub>1</sub> B <sub>2</sub>	20			

#### c) Two Groups' Homogeneity Tests (A<sub>1</sub>A<sub>2</sub>B<sub>1</sub> and A<sub>1</sub>A<sub>2</sub>B<sub>2</sub>)

**Table 5.** Summary of Two Groups Homogeneity Outcomes

(A <sub>1</sub> A <sub>2</sub> B <sub>1</sub> and A <sub>1</sub> A <sub>2</sub> B <sub>2</sub> )				
Group	N	X <sup>2</sup> h	X <sup>2</sup> t	Conclusion
A <sub>1</sub> A <sub>2</sub> B <sub>1</sub>	20	1.08	3.84	Homogeneous

### Hypothesis Test

The list of appendices can be seen to test the research hypothesis that was carried out using the ANOVA technique. Then, to answer the hypothesis, testing is explained as follows:

**There is a difference between the inclusive and the reciprocal teaching styles in passing learning outcomes in football material**

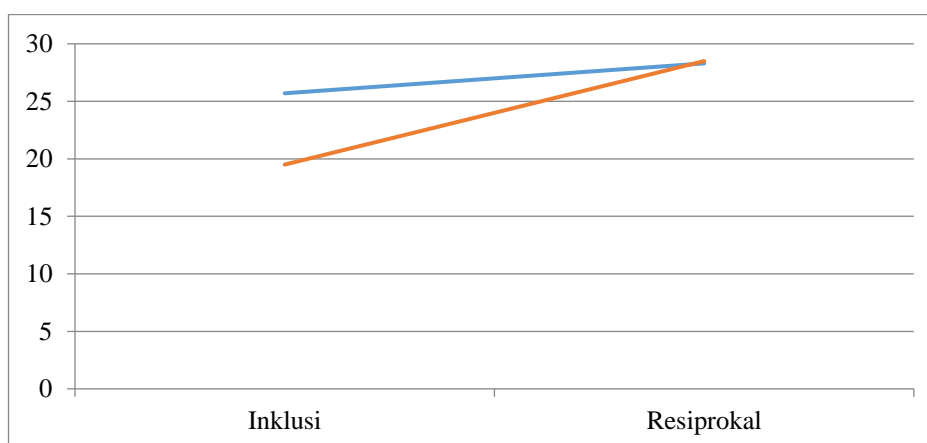




Based on the results of the analysis of variance in the appendix list, at a level of  $\alpha = 0.05$ ,  $F_h > F_t$  is  $57.40 > 4.04$ . Thus, it can be concluded that there are differences in the learning outcomes of passing in football games between the inclusive and reciprocal teaching styles.

**There is an interaction between teaching style and learning interest in passing learning outcomes in football games**

Based on the results of the analysis of variance in the appendix, at level  $\alpha = 0.05$ ,  $F_h > F_t$  is  $17.47 > 4.06$ . Hence, it can be concluded that there is an interaction between teaching style and learning interest in passing learning outcomes in football games.



**Figure 1.** Interaction Diagram

**The reciprocal teaching style is better than the inclusive teaching style on passing learning outcomes of football materials in groups of students with low learning interest**

Then proceed with the Tukey test in groups  $A_2B_2$  and  $A_1B_2$ ; where  $Q_h = 75$  and  $Q_t = 2.92$ ; based on these results, it can be concluded that the reciprocal teaching style is better than the inclusive teaching style on passing learning outcomes of football materials in students' groups with low interest in learning.

**The inclusive teaching style is better than the reciprocal style of teaching on passing learning outcomes of football materials in students' groups with high learning interest**

Then proceed with the Tukey test in groups  $A_1B_1$  and  $A_2B_1$ , where  $Q_h = 23.33$  and  $Q_t = 2.92$ ; it can be concluded that the inclusive teaching style is better

than the reciprocal style on passing learning outcomes of football materials in students' groups with high learning interest.

## Discussion

### **There is a difference between the inclusive and the reciprocal teaching styles on passing learning outcomes of football materials.**

The data obtained in this experimental research shows that there are differences between the inclusive and reciprocal teaching styles on the learning outcomes of passing in football material. Based on the two Mosston teaching styles, there are already differences in implementation.

This inclusive teaching style is to understand how to choose tasks or activities that can be displayed and provide challenges to evaluate your work. In this case, the level of ability is determined by the student concerned. Given the varying levels of ability of students and as a consequence of giving students the freedom to determine for themselves at which stage of difficulty they will learn, the implementation of this model requires completeness and adequacy of facilities and infrastructure. Nature: The same task is designed using different levels of difficulty. Students determine the lowest level of their work and continue to the next level.

The reciprocal teaching style in learning the basic passing techniques uses an approach that gives students the freedom to make broader decisions. Students are also obliged to assess learning outcomes in a limited way. This assessment is only limited to formative or corrective values by a student against a student or by a group of students on a student's learning outcomes. Such an organizing system is called a reciprocal teaching style. This teaching style is often applied through pair formation in physical education learning activities.

Certain features of the reciprocal style are social interaction and receiving and giving immediate feedback. In the anatomy of the reciprocal style, the role of the teacher is to make all the subject matter, decision criteria, and logistics and provide feedback to the observers.

### **There is an interaction between teaching style and learning interest in the learning outcomes of *passing* in football games**

Based on the research data obtained, it can be concluded that there is an interaction between teaching styles and learning interests. Interest is a feeling of preference and a sense of interest in something or activity without being told. Indeed, interest is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. Interest can be expressed through a statement indicating that students prefer one thing over another, it can also be manifested through participation in an activity. Students who have an interest in a particular subject tend to pay more attention to that subject.

In line with the opinion above, teaching style is a plan or pattern used as a guide in planning learning in class or tutorials. The function of teaching style is as a guide for teaching designers and teachers in carrying out learning. teaching and learning process. In contrast to these opinions, it was argued that teaching style is a conceptual framework that contains systematic procedures and manages student learning experiences to achieve certain learning goals that serve as a guide for teachers in the teaching and learning process.

**The reciprocal teaching style is better than the inclusive teaching style on passing learning outcomes of football materials in students' groups with low learning interest**

Based on the research results, it was concluded from the Tukey test results that the reciprocal teaching style was better than the inclusive teaching style on passing learning outcomes of football materials in students' groups with low learning interest. Passing requires one of the psychological elements, namely interest. If students have high interest, it can be predicted that they will be able to pass well. In teaching students who have high interest, it is necessary to apply a teaching style. The inclusive teaching style is considered better. The inclusive learning style is a learning style used by the teacher, by presenting learning material in detail and offering different levels of difficulty sequentially, which aims to make students creative and get ease in learning a movement skill, also students are given the freedom to choose and determine at which level of difficulty; to start learning a

movement. As well as being given the freedom and discretion to determine many times, students have to repeat a movement in learning a movement technique each meeting.

Certain features of the reciprocal style are social interaction and receiving and giving immediate feedback. In the anatomy of the reciprocal style, the role of the teacher is to make all the subject matter, decision criteria, and logistics and provide feedback to the observers. The roles are for individual students and private practice of memory/ tasks while making nine reproductions of specific decisions (further presented). Students are also obliged to assess learning outcomes in a limited way. This assessment is only limited to formative or corrective values by a student against a student or by a group of students on a student's learning outcomes. Such an organizing system is called a reciprocal teaching style. This teaching style is often applied in physical education learning activities in the form of pair formation.

**The inclusive teaching style is better than the reciprocal teaching style on *passing* learning outcomes of football materials in students' groups with high learning interest**

In this research, data were obtained with the conclusion that the inclusive teaching style was better than the reciprocal teaching style on passing learning outcomes of football materials in students' groups with high learning interests. The defining characteristic of the inclusive teaching style is that students with different skill levels participate in the same task by choosing the difficulty level they take. Anatomy in the inclusive teaching style, the teacher's role is to make all subject matter decisions, including the level of possibility in assignments, and decisions in their distribution. The learner's role is to survey the levels available in the assignment, select one entry point, have the assignment to practice, and if necessary, also make adjustments in the assignment level, and check performance against the criteria.

The inclusive teaching style emphasizes giving students greater freedom. Freedom is in the form of an assessment of the progress of learning by himself.

Then, based on the assessment, students make their own decisions to continue or repeat further movements or subject matter. In other words, it can be stated that students' decisions should be related to the implementation of motion assignments or subject matter, self-assessment of results, and the pace of the learning process.

Interest is a feeling of preference and a sense of interest in something or activity, without being told. Indeed, interest is the acceptance of a relationship between oneself and something outside. The stronger or closer the relationship, the greater the interest. Students with low interest will certainly be better taught with an inclusive teaching style because through this teaching style they can increase student interest; moreover, there are advantages where students determine what they feel is 'easier' to 'harder'.

Interest can be expressed through a statement indicating that students prefer one thing over another, it can also be manifested through participation in an activity. Students who are interested in a particular subject tend to pay more attention to that subject. Suppose students with low interest are treated with a reciprocal teaching style. In that case, students tend to become lazy because of several deficiencies in the reciprocal style; one of which is the observation made by peers. Students mostly lie in making assessments and if the assessment is carried out objectively, most students are unable to accept criticism and suggestions.

## CONCLUSION

Based on the research results of the hypotheses and discussions, it can be concluded that:

1. There are differences in the learning outcomes of *passing* in football games, i.e., the reciprocal teaching style is better than the inclusive teaching style.
2. There is an interaction between teaching style and interest in the learning outcomes of passing in football games.
3. Students who are taught with a reciprocal teaching style and high interest are better than students with an inclusive teaching style and high interest.
4. Students who are taught with an inclusive teaching style and low interest perform better than those with a reciprocal teaching style and low interest.

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