

EFFORTS TO IMPROVE FOOTBALL PASSING SKILLS THROUGH THE CAT-CAT PLAYING METHOD

Harfian Dwi Kusuma Atmaja¹, Gatot Jariono², Nur Subekti³

Universitas Muhammadiyah Surakarta^{1,2,3}

a810210073@student.ums.ac.id, gj969@ums.ac.id, ns584@ums.ac.id

Abstract

In Physical Education learning, there are several obstacles that occur in the learning process of passing football in grade V students of SDN Sondakan, Laweyan District, Surakarta City. One way that can be done to improve learning is to create a learning model that is interesting for students, namely through a play approach. The problem in this study is whether the implementation of passing learning using cat games can improve the passing skills of grade V students of SDN Sondakan. The purpose of this study is to find out if the application of learning through the media of cat games can improve football passing skills using the inner legs of grade V students of SDN Sondakan in physical education subjects. This research was conducted at SDN Sondakan with a sample of 26 students in class V. This research is a classroom action research consisting of two cycles where each cycle consists of 4 stages, namely planning, implementation, observation, and reflection. The data collection techniques in this study are: observation method and test method. The results of the study show that the application of the cat-cat playing method can improve football passing skills in grade V students of SDN Sondakan. From the results of the analysis obtained, there was an increase from pre-cycle to cycle 1 and then to cycle 2. The conclusion of this study is that passing learning through the cat-cat playing method in grade V students of SDN Sondakan can improve students' football passing skills.

Keywords: Physical Education; Passing; Play Methods; Cats

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Correspondence Author: Harfian Dwi Kusuma Atmaja, Universitas Muhammadiyah Surakarta, Indonesia.

E-Mail: a810210073@student.ums.ac.id

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INTRODUCTION

As one of the subjects in school, physical education affects students' overall behavior. Physical education is an educational process through physical activities with the goals achieved comprehensively, covering psychomotor, cognitive, and affective domains (Jariono et al., 2022). In education systems across countries, physical education is a form of education that utilizes planned and planned

physical activity with the aim of improving students' organic, neuromuscular, perceptual, cognitive, and emotional qualities.

Football is one of the most preferred sports by students and is used as part of the learning process of health care workers because the movements that occur in the game of football are very complex. Many factors affect a person's ability to play football well (Okilanda et al., 2018). Such as physical, technical, tactical and mental factors. Mastering the basic techniques of playing football is one of the important elements that must be mastered in order to play football well. According to Wardiansyah, (2016) Of the basic completeness, the most fundamental as the basis for playing, are the basic techniques and skills of playing first.

The basic techniques of the football game include passing (passing technique), Control (technique to stop the ball), dribbling (dribbling technique), Shooting (the technique of kicking or shooting the ball hard into the opponent's goal), heading (heading technique), intercepting (ball-grabbing technique), sliding tackle (ball sweeping technique), throw in (throw-in technique), Goal Keeping (ball-catching technique), and Juggling (technique of carrying the ball to practice ball control) (Indarto, 2021).

According to Muhammad, (2019) passing is passing or passing the ball to a friend, passing Good and correct is needed in the game of football, because by mastering this technique, it will make it easier for our friends to receive the ball. As is the case passing It can also be done with the outer and inner legs or it can be with the head and chest.

Many students sometimes have trouble making the movements needed in a soccer game, which is a common activity in elementary school. In addition, grade V students of SDN Sondakan are facing this problem. To overcome this problem, teachers and researchers use the cat-cat play approach, a very easy movement for elementary school students. According to Heri, (2017) The play method is a form of physical learning that can be provided at all levels of education.

Play can provide opportunities for children to understand the world, interact with other children, express and control emotions, and develop symbolic abilities so that children actively build their knowledge. Children's development is more advanced if children have the opportunity to practice the skills they have acquired (Amiran, 2016). It's just that the portion and form of play methods that will be given must be adjusted to the aspects in the curriculum. Age factors, physical development, and the level of education being undergone must also be considered.

The advantages of the playing method can make students actively participate, there is a feeling of joy and a high willingness to participate in the practice because they feel that there is competition. Through the playing method, it is hoped that it can provide changes and technical abilities applied in the game (Astuti, 2017).

Learning using the cat-cat play method is related to the fun of SDN Sondakan students, especially grade V students in facing difficulties in understanding Physical Education lessons, which is held once a week. Therefore, it is hoped that this method can help improve football passing skills, especially for grade V students who may not understand or grasp the lesson.

Thus, the researcher used the method of playing cats, which was used in one of the elementary schools, SDN Sondakan. This presentation encouraged the researcher to take the title "Efforts to Improve Football Passing Skills Through the Cat Playing Method in Grade V Students of SDN Sondakan". Hopefully this research can be used as one of the learning resources to learn football passing techniques by using cat playing techniques and making teaching materials that are easy to use.

METHOD

Based on the problems raised in this study, the type of research used by the researcher is Classroom Action Research (PTK), which is carried out in two cycles (Putra et al., 2020). Each cycle contains four main activities, namely planning, implementation, observation, reflection (Arikunto Suharsimi, Suhardjono, 2019). This research will be carried out at SDN Sondakan Laweyan,

Surakarta City, the subjects in this study are grade V students of SDN Sondakan for the 2024/2025 school year which totals 26 students. While the object in this study is the method of playing cats to improve skills passing football students in grade V. The data collection instrument used in the Class Action Research (PTK) consists of an accuracy test passing and observation. The validity of the test is 0.963 and reliability is 0.900. The procedure for conducting the test is as follows: Tools and facilities consist of: Field, whistle, soccer ball, cones as target markers, forms and stationery and Implementation: a) The test taker stands behind the predetermined line b) When the whistle is heard, the test taker kicks the ball with the best foot using the inside foot towards the target c) Assessment: Each student kicks 5 times the opportunity is then summed.

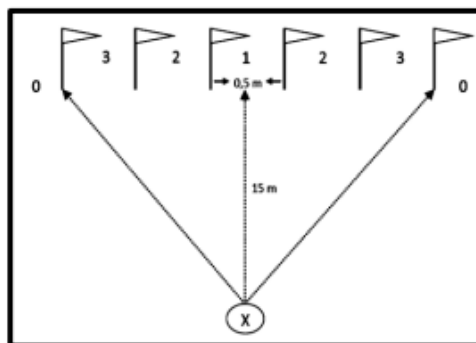


Figure 1. Football Passing Accuracy Test (Sudrajad, (2016))

The data used in the research process is processed and analyzed first, so that it can be used as a basis for decision-making. The purpose of data analysis is to interpret and draw conclusions from a number of data that have been collected from the implementation of the PTK cycle. To take data and convert it into information and develop football passing skills through the cat-cat playing method. Based on this data, the research process is carried out from the implementation of the PTK cycle which is quantitatively and analyzed descriptively using the percentage technique to see the success in the learning process. to determine the scoring criteria using the Norm Reference Assessment (PAN) as follows:

Table 1. Norm Reference Assessment

t	Rating scale	Information
	13-15	Very good
	10-12	Good
	7-9	Enough
	4-6	Less
	< 3	Less

From the results of the data obtained from the test scores in each cycle. The presentation of quantitative data is presented in the form of percentages and numbers. The formula for calculating the percentage of learning completeness is.

$$P = \frac{\text{Students who complete their studies}}{\sum \text{Students}} \times 100\%$$

Source: (Heri, 2017)

Information:

P= Percentage of Completion

$\sum X$ = Number of students who completed

$\sum N$ = Number of students

After obtaining the results, it can be compared whether or not there is an increase in student learning outcomes in cycle I and cycle II. And how much the success has increased. The formula for calculating the average value is:

$$X = \frac{\sum x}{\sum N}$$

Source: (Heri, 2017)

Information

X = Average value

$\sum X$ = Sum of all student grades

$\sum N$ = Number of students

RESULTS AND DISCUSSION

Pre-Cycle Data

In the implementation of the pre-cycle test, the initial data obtained from the football passing test using the foot of the daam carried out at SDN Sondakan can be seen in the following diagram.

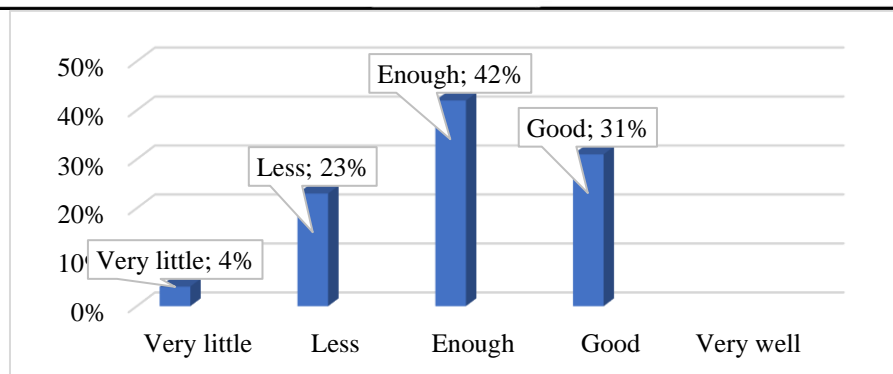


Figure 2. Pre-Cycle Research Results Diagram

Based on the results of the pre-cycle, there were 8 students (31%) in the good category, 11 students (42%) in the fair category, 6 students (23%) in the poor category, and 1 student (4%) in the poor category. Thus, it shows that SDN Sondakan students who have a level of football *passing* skills using the inner foot in the category are less than 4%.

By Previous research conducted by Hidayatulloh, Didik, (2010) that the results of the research and the formulation of the problem in the previous chapter, there was a level of confidence of SMAN 1 Rengel Tuban futsal players before being given action, namely as many as 5 players were in the "adequate" category and 7 players were in the "good" category. After 3 weeks of action, there was an increase in the confidence of SMAN 1 Rengel Tuban futsal players, namely 8 players were in the "good" category and 4 players were in the "very good" category. From the data, it can be concluded that the variety of training with cat-cat games can increase player confidence.

The next is research conducted by Wardiansyah, (2016) Based on the results of the research carried out, the research has a positive impact on students because it consists of cycle I and cycle II in the form of planning, implementation, observation and reflection. The first cycle of learning of students who have just graduated amounted to 12 students or 70.6% while students who have not graduated amounted to 5 students or 29.4%, then it is continued to the second cycle so that students have the opportunity to improve, the teacher makes cat-cat

games so that students are willing and able to do so, thus it can be categorized with 17 students who have passed and 0 students who have not graduated.

Cycle 1 Data

In the implementation of the cycle 1 test, the data obtained from the football *passing* accuracy test using the inner leg carried out at SDN Sondakan can be seen in the following diagram.

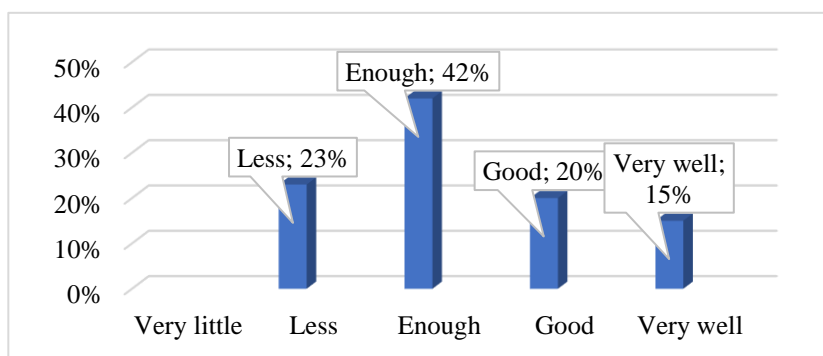


Figure 3. Cycle 1 Results Diagram of Research

Based on the results of cycle 1, there were 4 students (15%) in the very good category, 5 students (20%) in the good category, 11 students (42%) in the sufficient category, and 6 students (23%) in the poor category. Thus shows that SDN Sondakan students, especially class V, have improved their football passing skills using their inner legs.

By Previous research conducted by Kahansyah, (2020) By obtaining the following results, it can be seen that the average difference test result is 0.002 so that the P-value is less than the significance level ($0.002 < 0.05$) which shows that H_0 is rejected and H_1 is accepted. It can be seen that there is an average difference between the results of the ability posttest passing students in the experimental class with the control class. This achievement was strengthened by the results of the statistical test of N-gain analysis with an average difference of 0.000 ($p\text{-value} < 0.05$). Thus, it can be concluded that training using modified cat games has a significantly better effect than using conventional training in improving passing ability Class V students on a soccer game.

What's Next namely research conducted by Priadana et al., (2018) The study obtained the following results that learning passing and control through cat-cat game media can improve the quality and learning outcomes for Class V students of SDN Mori 1, Trucuk District, Bojonegoro Regency in 2019". This is shown by the increase in the average learning outcomes of the first cycle to the second cycle. The average learning outcome in the first cycle was 71.59 and increased to 83.84. Meanwhile, from the completeness of learning in the first cycle, the number of students who completed was 10 students in terms of the percentage of learning completeness, which was 35.5%. In the second cycle, the number of students who completed was 26 students in terms of the percentage of learning completeness, which was 83.9%, in the second cycle as many as 5 students were still not motivated by passing and control learning, this affected the learning outcomes of students so that they were not completed according to the specified criteria.

Cycle 2 Data

The results obtained from the implementation of cycle 2 in conducting the football passing skill test conducted at SDN Sondakan can be seen in the following digram.

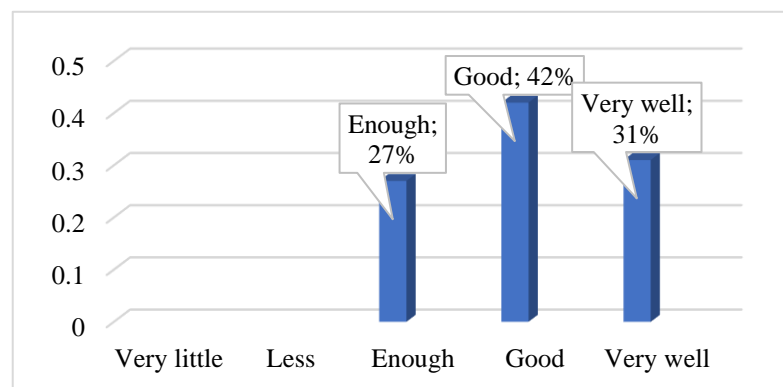


Figure 4. Cycle 2 Research Diagram

The results of the 2nd cycle of research showed that 8 students (31%) were categorized as very good, 11 students (42%) were categorized as good, and 7 students (27%) were categorized as adequate. Based on the results of the data obtained, there was an increase in cycle 2 when compared to the results in cycle 1.

Thus, it can be concluded that this study can improve students' football passing skills using the inner legs, especially class V of SDN Sondakan.

Based on the results of the study Saputra et al., (2022) It can be concluded by the researcher that, to the skill of dribbling techniques in football games in grade VIII students of SMP Nengri 31 North Bengkulu through the running practice method zig-zag which has been carried out in the first cycle with the results of 9 students who completed with a percentage of 33.4%, the number of incomplete students 18 students with a percentage of 66.63% and in the second cycle there was an increase with the number of completed students as many as 24 students with a percentage of (88.85%). This means that the ability to dribble in a football game in grade VIII students at SMP N 31 North Bengkulu has experienced a good improvement.

Research according to Effendi, Awang Roni Rhamadhansyah, (2017) obtained the results of the study that the application of the dribbling learning method with plastic ball modification can improve the dribbling ability. This is evidenced by the increase in dribbling ability from the test given, namely in the first cycle with an average score of 73.82, an increase of 6.27%. While the average score in cycle II was 82.71%, there was an increase of 19.07%.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that learning using the cat-cat playing method is able to improve football passing skills with the inner legs in grade V students of SDN Sondakan. Meanwhile, the planning of learning football passing skills with the inner legs through the cat-cat play method in grade V students of SDN Sondakan is carried out appropriately and appropriately, through PTK using two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. For the implementation of football passing skills using the inner legs through the cat-cat playing method, it went smoothly without obstacles and according to plan. The implementation of the research was scheduled through three face-to-face meetings consisting of two cycles carried out at SDN Sondakan. For football passing skills

using the inner legs through the cat-cat playing method, there is an improvement, this is evidenced by the increase in the results of pre-cycle, cycle 1, and cycle 2.

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