

## EFFORTS TO IMPROVE LEARNING OUTCOMES OF SOCCER PASSING THROUGH GAME MODIFICATION

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### **Abstract**

*This research aims to improve learning outcomes Football Passing Through Game Modifications. The method used in this research is the Research Method Class Action (Classroom Action Research). This class action research has systematic steps consisting of action planning, implementation of actions, observation and reflection. This research is collaborative and participatory because it was carried out by the researchers themselves and observed by colleagues other physical education teachers. Based on the analysis of research result and discussion in this thesis, then it can be concluded that: At the beginning of the observation, it showed that basically the results students football passing learning is still far from expected. From there were 39 students, only 12 students or 31 % of students managed to complete it their learning. This shows that their learning process needs repair. In the first cycle of research process, student have shown changes attitude in learning. From the data obtained, as many as 27 students or 69% students are able to achieve grades according to minimum completeness criteria. In the second cycle of research, of the 39 students who were research subjects, 34 students or 87% of the total number of students were able to complete their learning outcomes according to the KKM, some students have even exceeded the KKM. This is real that achieving the target learning outcomes of football passing through modification the game can be achieved well.*

**Keywords:** *Learning Results; Passing, Football; Game Modification*

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## INTRODUCTION

Education essentially includes educating, teaching and training activities. These activities are carried out as an effort to instill positive values. So in its implementation, the three activities must run simultaneously, integrated and sustainable and in accordance with the development of students and their environment. Teaching physical education in schools which should be in the form of educational activities often shifts into sports training activities. This is an irony

in education, because in essence physical education itself is an integral part of national education. (Widodo, 2018). Football is one of the sports and games included in the subject matter of physical education. Football is a team game where each team consists of eleven players, one of which is the goalkeeper. In football this game is almost entirely played using limbs, except for the goalkeeper who is allowed to use his arms in the penalty kick area. (Putra, 2016) Playing soccer is not only required to have a strong physical and mental but every player needs to have good basic techniques as well. The ability of players to master basic techniques can support their performance in playing soccer both individually and in teams. Some of the basic techniques that must be mastered by a soccer player are kicking, stopping, dribbling, heading, tackling, throw-in, and goal keeping. (Irawan et al., 2022) Passing is the basic technique most often used in soccer games. According to (Effendi, 2017) passing as one of the basic techniques in the game of football that must be mastered by every player, because these skills help in building attacks on the opponent's defense and can create opportunities for goals to occur. Seeing how important it is to master the basic techniques of playing soccer, then for every beginner player (school students) needs to be trained properly and correctly. well and correctly. Teaching passing requires teacher creativity that can encourage students to play an active role in learning. The success of teaching and learning activities in physical education learning can be measured by the success of students in participating in the learning. Modification of the cat-and-mouse game is a learning approach that emphasizes learning using play media to make the learning atmosphere interesting, without eliminating the core of passing learning in soccer games.

## **METHOD**

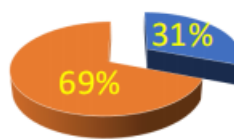
The research method used in this research is Classroom Action Research. This classroom action research has systematic steps consisting of action planning, action implementation, observation and reflection. This research is collaborative and participatory because it is carried out by the researchers themselves and observed by other physical education teaching colleagues. The characteristics of

classroom action research are: (1) Self-reflection, meaning that research is seen as a way to characterize activities planned to improve the quality of education. (2) Action research tries to identify the criteria for activities to make improvements in the self-reflection program. (3) The research is participatory and collaborative (as an observer) because it involves other people as part of the research.

## RESULT AND DISCUSSION

### Initial Observation

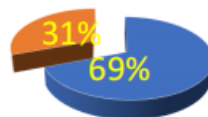
In this initial observation, it was found that the students' soccer passing learning outcomes were still low. This is evidenced by the acquisition of data which states that only 12 people or 31% of students are able to complete the learning outcomes of soccer passing. Based on the data above, only 12 students (31%) were able to complete the learning outcomes of soccer passing. Based on the data collected, the value of student learning outcomes at the initial observation stage was still low. This is evidenced by the fact that there are still many students who get scores below the KKM. This is certainly a challenge for researchers to be able to improve student football passing results through special learning media, namely through game modifications. In the next study, researchers will use game modifications as an effort to improve the learning outcomes of soccer passing of students in class X MIPA 1 SMAN 1 Sukakarya, Bekasi Regency.



**Figure 1.** Diagram of Completeness at Initial Observation learning football passing

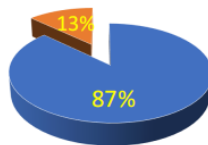
Based on the data above 69% of the total number of students completed according to the minimum completeness criteria while 31% of students who were not complete. This shows that the researcher's desired target of 75% of the number of students has not been achieved, so it must be improved again in the second cycle. To reduce the obstacles that arose in the first cycle, the researcher planned the second cycle of action, namely (1) students were asked to take learning soccer passing through this game modification more seriously and pay attention to

explanations and demonstrations, so that they focused on carrying out the learning process so that the learning objectives could be achieved according to the specified target. (2) Researchers and collaborators are more focused in carrying out observations so that they can control the class well so that the quality of learning outcomes can be achieved optimally.



**Figure 2.** Diagram of Completion in Cycle 1 Learning outcomes of soccer passing

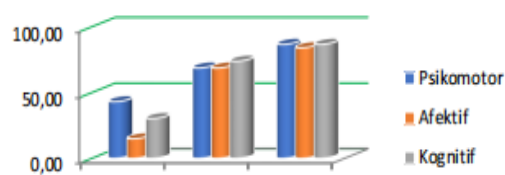
Based on Figure 4.3 above, 87% of the total number of students completed according to the minimum completeness criteria while 13% of students who were not complete. This shows that the target desired by researchers, namely 75% of the number of students, has been exceeded so that researchers do not need to conduct further research.



**Figure 3.** Diagram of Completion in Cycle 2 Learning outcomes of soccer passing

### Comparison of Learning Outcomes during Initial Observation, First Cycle and Second Cycle

The average assessment of students at the initial observation stage, the first cycle, and the second cycle can be known by assessing each aspect, namely psychomotor, affective, and cognitive in learning in the initial observation, first cycle, and second cycle. The improvement of soccer passing learning outcomes through games conducted on 39 students in class X MIPA 1 from all three aspects can be seen in the following diagram images:



**Figure 4.** Diagram of Improvement in Students' soccer passing learning outcomes

Based on the table above at the initial observation stage and first cycle learning, it can be seen that the learning outcomes have not been maximized and many students have not completed the KKM in several aspects. This is caused by several things including: Students do not understand the material being taught, Students are less enthusiastic in the learning process, Students are less attentive and serious in learning, Students' understanding of the material presented has not been absorbed properly, Lack of motivation for students to be able to improve their abilities in learning soccer passing. With the improvements in the second cycle learning above, it was found that the learning results were much more improved than the first cycle so that students were more interested in learning and enthusiastic about the learning media provided. In the second cycle students were seen doing movements seriously and enthusiastically when learning took place.

### **Learning Analysis**

At the initial observation stage, the learning outcomes of soccer passing obtained the highest score of 82 and the lowest score of 34 with the number of students who reached the KKM target of 12 students or 31% and those who had not reached the KKM were 27 students or 69.4%. These results illustrate that the learning outcomes of students' soccer passing before being given the treatment of using game modifications are very low. So that this is used as a reference for researchers to measure the extent to which the improvement of students' soccer passing learning outcomes after being given treatment in the first cycle and the next cycle. In the first cycle of soccer passing learning outcomes, the highest score was 87 and the lowest score was 54 with the number of students who reached the KKM target of 27 students or 69% and those who had not reached KKM were 12 students or 13%. These results illustrate that the target achievement of soccer passing learning outcomes that have been set has not been achieved. Student learning outcomes in the second cycle experienced a significant increase. This is evidenced by the highest score that students can achieve is 91 while the lowest score is 60. Students who have reached the KKM are 34 students while those who

have not completed the KKM are 5 students. So that the percentage of success in the second cycle is 87% and the percentage that has not been completed is 13%.

### **Cycle Conclusions Based on Learning Outcomes**

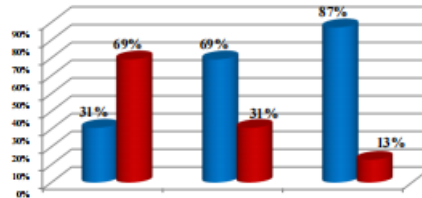
Based on the values obtained during the initial observation, the first cycle, and the second cycle, it can be concluded that at the initial observation stage, students' soccer passing learning outcomes were very low, then in the first cycle of research, learning has improved but has not been successful because it has not met the standard of learning completeness determined by the previous researcher, namely 75% of students completed according to KKM. In the first cycle of learning has gone well, students have been enthusiastic in learning. However, some aspects of the assessment criteria have not shown significant results.

In the second cycle of research, student learning outcomes increased because students had a better understanding of the material taught and the use of learning media was able to be absorbed well by students. The use of game modifications in an effort to improve the learning outcomes of soccer passing is proven to produce a significant increase in learning outcomes. This is evidenced by the achievement of the target value of student learning in passing football which has increased significantly. In this second cycle of research, the percentage of achievement of the target completeness of football passing learning outcomes has been exceeded. 87% of students have successfully completed the learning outcomes of soccer passing using game modifications. Thus it can be concluded that the teaching method that the researcher provides has been able to improve the results of football passing.

### **Learning Completeness**

The comparison of the completeness of learning outcomes at the initial observation stage, first cycle research, and second cycle research can be seen in the following figure:





**Figure 5.** Comparison of Percentage of Completion of Football Passing Learning Outcomes

At the initial observation stage, learning completeness was only 31% and included in the poor category. But in the first cycle the percentage of learning completeness increased to 69% in the good enough category. And in the second cycle the percentage of learning completeness was 87%, which is included in the very good criteria. Thus, student learning completeness has exceeded the target expected by researchers, namely 75% of students are complete from the total number of students in class X MIPA 1 Thus there is no need to conduct research in the next cycle.

## CONCLUSION

At the time of the initial observation, the results of student learning in soccer passing material showed quite good results. However, when observed in the learning activities, there are still many students who show undesirable attitudes, such as not being too enthusiastic in learning, not being serious, and so on, which shows that basically the results of students' soccer passing learning are still far from what is expected. Of the 39 students, only 12 students or 31% of students who successfully completed their learning. This shows that their learning process needs improvement so that the learning outcomes can be optimized. In the first cycle research process, students have shown a change in attitude in learning. Not only that, students have started to show improvements in terms of their learning outcomes regarding football passing techniques. In this cycle, researchers applied game modifications as an effort to improve students' soccer passing learning outcomes. Based on the data collected, the researchers concluded that the use of game modifications was effective in improving student

learning outcomes in performing soccer passing techniques. From the data obtained, 27 students or 69% of students were able to achieve scores according to the minimum completion criteria.

In the second cycle of research, not much different from the conditions in the first cycle of research, students were more enthusiastic in participating in learning and showed satisfactory results. Of the 39 students who became research subjects, 34 students or 87% of the total number of students were able to complete their learning outcomes according to the KKM and even some students had exceeded the KKM. It is clear that the achievement of the target of learning football passing results through game modification can be achieved well, even exceeding the specified target, namely 75% of students can reach the KKM score.

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