

FOOTBALL GAME DEVELOPMENT MOVING WICKET

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Abstract

The sport of football is a game that is very popular in all circles; it is proven that in every region that has a football field, there must be someone who plays either from achievement or to fill in his spare time. Therefore, this research aims to develop a football game that moves. This research method is development research that has been modified, starting from preliminary studies to testing products that have been designed. The result of this research is that a mobile goal football development product was created as a learning medium for junior high schools, which is adjusted to the level of development and growth of students.

Keywords: *development; football; moving wicket*

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INTRODUCTION

Physical education is an integral part of education in Indonesia. Educational efforts will be guided towards the formulation of educational goals, which means that educational efforts must lead to the plans that have been formulated. The implementation of physical education in junior high schools is oriented towards branching sports, which are directed at mastering the game's technique (Lauh, 2016). These guidelines often influence teachers' patterns and ways of thinking in implementing the learning process in schools, from the results of observations in the field that the physical education learning process in junior high schools has not run optimally by cognitive, affective, and psychomotor development. By the essential competencies in the curriculum of physical education, sports, and health in junior high schools, students are expected to be able to practice a variety of basic techniques of one of the big ball games and

sports, as well as the values of cooperation, sportsmanship, and honesty (Gustiawati et al., 2014).

Football is a team game; each team consists of eleven players, a goalkeeper (Sartika et al., 2016). Almost all of these games are played using the legs except the goalkeeper, who is allowed to use the hands, and in today's development, football can be played on outdoor fields and closed or indoor areas (Sucipto, 2019). The process of learning movement skills in physical education, sports, and health requires good management skills, which involves managing various aspects that affect, including the degree of difficulty of the material to be taught, the available infrastructure and its use, students (age, gender, number, ability, motivation, etc.), the time provided, methods and strategies used, physical, non-physical, internal and external student environments, and other aspects that support the learning process. All of these aspects greatly influence the success process in a teaching and learning activity.

In general, the Junior High School in Gorontalo District does not have a football field; the school only has a yard used for flag ceremonies and morning apples. The existing schoolyard is not maximized by the Physical Education teacher as infrastructure in the learning process.

The development of the physical education learning model is an alternative to overcome the limitations of schools' existing facilities and infrastructure (Widarto et al., 2012). The teacher must carry out the development of a learning model to run more varied. Students are happy to follow every learning carried out by the Physical Education teacher. One of the football game developments in moving goal football is utilizing the schoolyard and adjusting the physical level for junior high school students. The effect of mobile goal football previously in 2013 had been studied by PJKR students of Universitas Negeri Semarang who only focused on field size, number of players, and goal models. Looking at the existing models, researchers are interested in re-developing a moving goal model that is more attractive and, of course, puts more emphasis on



cognitive, affective, and psychomotor shutter motor growth and development so that the game process is more fun.

METHOD

The method used in this research is research-based-development. The instruments used to collect data were in evaluation sheets and questionnaires (Latief, 2009; Ramadan & Juniarti, 2020). The questionnaire used for experts is in several aspects that who must assess for their feasibility. The factors used in the questionnaire are the quality of the football goal-stick game model. The data analysis technique used in this development research uses descriptive analysis techniques in the form of a percentage of the data. Meanwhile, the data in the form of suggestions and reasons for choosing answers were analyzed using qualitative analysis techniques. The rate of data is obtained by the formula from namely:

$$F = \frac{f}{n} \times 100\%$$

Description:

F= Relative frequency / percentage number

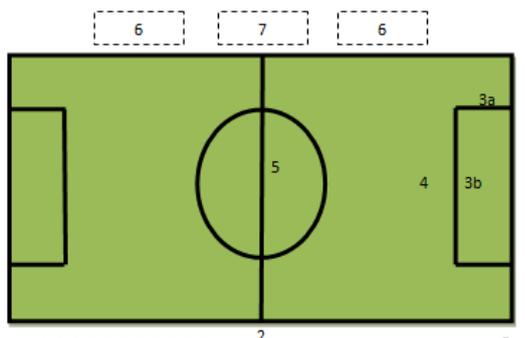
f= The frequency that is being searched for the percentage

n= The sum of all data

100%= constant

The football game development moving wicket procedure, namely:

a. Field

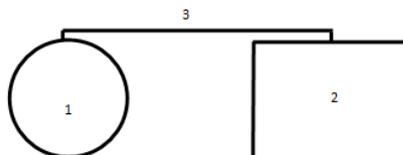




Picture 1. Field

Description

1. 12 Meters wide
 2. Length of 20 Meters
 3. 2-meter center circle
 4. The area of the goalkeeper is 2 meters wide and 6 meters long
 5. The reserve player area is 3 meters long and 2.5 meters wide
 6. The official site is 2.5 Meters long and 2 Meters wide
 7. Penalty point 5 Meters
- b. Wicket



Picture 2. Moving Wicket

Description:

1. The size of the circle 25 cm measured from the center point
 2. 60 cm high and 45 cm wide
 3. The length of the handle is 1.25 m
- c. The ball is used as a ball with a circle of 63 - 64 cm.
- d. The player's equipment wears shorts and sports shirts, and the soles are made of rubber..
- e. The kick is taken over two halves and when the goal is scored. The team that kicked off is inside the middle circle, and those who did not kick-off are outside the ring.
- f. Duration of play 2x8 minutes and rest 4 minutes
- g. The way to get points is that players must enter the ball into the goal below by a teammate in the opponent's goal area. The plan is divided into two; if the

- ball is inserted into the goal in the form of a circle, it gets 2 points; if the ball goes into a rectangular plan, you get 1 point.
- h. Goalkeeper can move in the goal area as long as both feet are still inside the goal area box measuring 6 m long 3 m wide. In essence, the goalkeeper must try to find an empty place close to his teammates; the goalkeeper must not enter the ball into his own goal.
 - i. Penalties. When there is a handball in the goal area, the goalkeeper is tackling the opponent when there is a hard foul in the goal area. A penalty kick is taken with the goal position in a motionless state.
 - j. The ball is out. When the ball leaves the field, the throw is in by placing the ball above the field line, and the ball is kicked.
 - k. Referee. The number of referees is two people, with one referee on the pitch and a reserve outside the playing field. Free substitution.

RESULT AND DISCUSSION

The results of the research are described in the table as follows:

a. Psychomotor

Table 1. Psychomotor Results

Number	Question	Score	%	Category
1	Is it easy to play?	33	94%	Excellent
2	Can you play it?	32	91%	Excellent
3	Can you kick when out?	27	77%	Good
4	Can you lead?	28	80%	Good
5	Can you pass the ball?	25	71%	Good
6	Already received the pass?	26	74%	Good
7	Can you score a goal?	22	62%	Less
8	Already carrying out the attack?	28	80%	Good
9	Easy to play from other games?	30	85%	Good
10	Can you keep your defense?	29	82%	Good
Total		280	80%	Good

The aspect of student assessment of the learning product modification of the moving goal football game shows that in the psychomotor element as measured by ten questions from number 1 to number 10, it is known that two

items are excellent, namely number 1 about the game of moving goal football that is easy to play (94%), and number 2 about playing the game of moving goal football (91%), there are seven good items, namely number 3 about taking a kick when the ball is out / out of the field in a moving goal football game (77%), number 4 about dribbling the ball (80%), number 5 about passing the ball to a friend (71%), number 6 about the ability to receive ball gives from friends (74%), number 8 about the ability to attack your opponent (80%), number 9 the ease of playing the game of goal football moves easier than other games (85%), and the number 10 keeps the defense (82%). One item in the less category is number 7 (62%) so that the overall percentage in the motor aspect (80%) is in the good category.

b. Cognitive

Table 2. Cognitive Results

Number	Question	Score	%	Category
1	Do you know how to play?	31	89%	Good
2	Can you tell the difference between a moving goal and regular football?	32	91%	Excellent
3	Do you know the goalkeeping rules?	30	85%	Good
4	Can you comply with the moving goal rules?	30	85%	Good
5	Are you obliged to obey the rules?	33	94%	Excellent
6	Need strategy and tactics?	29	83%	Good
7	Can this model improve fitness?	29	83%	Good
8	Do you know the referee's job?	26	74%	Good
9	Be warned when it breaks?	30	85%	Good
10	Can everyone play it?	32	91%	Excellent
Total		302	86,2%	Good

Cognitive domain measured by ten questions from number 1 to number 10, it is known that three items are excellent; namely, number 2 distinguishing goal football moving from football in general (91%), number 5 regarding the obligation to obey the rules (94%), number 10 about football goal games can be played by everyone (91%), seven items are good; namely, number 1 how to play (89%), number 3 about moving goal rules (85%), number 4 about obeying moving goal rules (85%), number 6 about strategy and tactics in the game



(83%), number 7 about improving fitness (83%), number 8 about knowing the duties of the referee (74%) and number 9 about giving warnings when committing a violation (85%)), so that the overall percentage is in the cognitive aspect, namely (86.2%).

c. Affective

Table 3. Affective Results

Number	Question	Score	%	Category
1	Can you play even in a team that is not strong?	31	89%	Good
2	Are you happy when you score goals?	35	100%	Excellent
3	Do you like this game?	30	85%	Good
4	Can you be excited about playing this game?	30	85%	Good
5	Can you accept defeat?	28	80%	Good
6	Can you respect your opponent?	29	83%	Good
7	Can you apologize when you commit a violation?	27	77%	Good
8	Can you accept punishment from the referee?	32	91%	Excellent
9	Can you motivate friends even when you are losing?	30	85%	Baik
10	After playing, can you invite other friends to play again?	31	89%	Good
Total		303	87%	Good

Ten questions measured the affective aspect; there are two excellent category questions: number 2 about feeling happy when scoring a goal (100%) and number 8 about receiving a penalty given by the referee (91%). There are eight items in the good category, namely number 1 about being able to play even though, in a team that is not strong (89%), number 3 about liking in this game (85%), number 4 about the excitement in playing this game (85%), number 6 about respecting opponents (83%), number 7 about apologizing when committing a violation (77%), number 9 about trying to motivate friends even though they are losing (85%). Number 10 about having finished playing can invite friends



Another way to play the game of goal football is moving (89%) so that the overall percentage is in the affective aspect, namely (87%).

Based on the results of the above research, who can explain that in general, the modified product of the football goal game can develop the psychomotor, cognitive, and affective aspects of students in physical education learning so that it can be used as a solution to learning football games for students in Junior High School in Gorontalo District.

The discussion of this development research can be interpreted as a study that can create product types of games in physical education learning as an alternative for teachers in optimizing learning even though in schools, the facilities and infrastructure are inadequate. If you look at the data described above, development in the form of a modified game of football goal moving is optimal for students to measure it carefully using a questionnaire that focuses on psychomotor, cognitive, and affective aspects.

Psychomotor learning emphasizes the factor of exercise, mastery of movement procedures, and limb coordination procedures. For that, we need cognitive phase learning (Ismail et al., 2018). Affective learning needs to pay attention to and apply three settings for affective activities: the conditioning factor, behavior modification, and the Hinman model. Factor conditioning, namely teacher behavior, affects students' feelings of pleasure or hatred towards the teacher. The factor of behavior modification was instant strengthening. The human model factor is an example of a person admired and trusted by students. Learning should pay attention to how to organize efficient cognitive activities (Mayanto et al., 2020). The way to organize efficient cognitive activities uses a systematic flow of thought and a systematic learning process.

The modification comes from the word modifying means change or changing. (Firmana, 2017). Modification is one of the efforts that teachers can make so that learning reflects developmentally appropriate practice (DAP) (F. Pertiwi et al., 2018). For this reason, DAP, which pays attention to student body size, must always be the main principle in modifying sports and health physical

education learning. The essence of modification is to analyze and develop learning material by guiding it in potential learning activities that can facilitate students in their knowledge. Games are human nature as playing creatures (Hasanah, 2016). Play is a physical activity that does not pretend to be anything except an overflow of expression, an outlet for tension, or an imitation of roles (Hadjarati & Haryanto, 2020). In other words, playing in the sense of joy has an inherent purpose in the game itself, which allows you to keep moving without experiencing boredom.

Playing activities in children are mostly done with physical activities (Rubiyatno, 2014). This physical activity is vital for children in their infancy. Their movement means practicing without realizing it. Their training is getting better because muscle strength, flexibility, local muscle endurance, and cardiovascular endurance are good (Erfayliana, 2016). Besides, their muscles increase in length and size. Their growth means that their organs function better, so it can be said that there will be better development from their growth.

The process of learning movement skills in physical education, sports, and health requires good management skills (Pertiwi et al., 2018), which involves managing various aspects that affect, including the degree of difficulty of the material to be taught, infrastructure available, and its use, students (age, gender, number, ability, motivation, etc.), the time provided, methods and strategies used, student environment that is physical, non-physical both internal and external and aspects of others who support the learning process. All of these aspects greatly influence the success process in a teaching and learning activity.

The results showed that the moving goal development model could be a solution as a teaching strategy for the game of football in Gorontalo City Junior High School, which generally does not have a large field to play football.

CONCLUSION

This study aims to produce a learning model for sports and physical sports on football in Gorontalo District Junior High School. With this learning model's



existence, teachers are greatly helped to be able to teach using a variety of learning. They include the development of cognitive, affective, and psychomotor aspects. So that students will not feel bored with Physical Education learning which always focuses only on physical activities.

According to the applicable curriculum, teachers should provide teaching that is following the character of the First Middle School students. Therefore, creating a product for the development of this mobile football game modification means knowing more about the level of achievement of sports players in Junior High Schools.

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