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FOOTBALL: DRILL INCREASING METHOD PASSING ABILITY

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Abstract

This study aims to improve passing skills by using the drill method in class X SMAN 2 Palopo. This research includes classroom action research. The research subjects were class X students of SMAN 2 Palopo, with a total of 30 students, consisting of 10 boys and 20 girls in the 2021/2022 academic year. The meetings in this study were designed in two cycles, namely cycle I and cycle II. Passing data collection was carried out using passing assessment process sheets in cycles I and II. The collected data were analyzed quantitatively. The results of the quantitative analysis of the passing data show that the number of students who passed in cycle I was 22 students with a percentage of 73% and the number of students who passed in cycle II was 29 people with a percentage of 97%. The results of the qualitative analysis show that there is a significant increase in passing. Based on the results of data analysis, it was concluded that there was an increase in passing ability using the drill method.

Keywords: Learning Outcomes; Passing; Drill Method

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INTRODUCTION

(Lengkana & Sofa, 2017) Physical education is an integral part of the overall education system and has a very important role in students' development. Physical education acts as a means of fostering and developing individuals and groups in supporting growth and is an educational process that is carried out consciously and systematically through various physical activities in order to acquire physical abilities and skills as well as physical growth, intelligence and student growth. Physical education includes several sports and games. (Abduljabar, 2011) Physical education

is a process of adaptation and organic, neuromuscular, intellectual, social, cultural, emotional, and aesthetic resulting from the various selection processes physical activity. Football is one of the sports which is included as the main subject of physical education in schools. Football is a students' favorite, especially for male students. But the problem is that students just do passing and do not pay attention in mastering the correct passing in football. (Makassar & Ganesha, 2022) In South Sulawesi, football is a very popular and very popular sport that is in great demand by students, students, and among the public. This proves that there are many football fields in South Sulawesi. Especially in Sinjai Regency, the development of football is also very developed, the increase can be seen from several tournaments held in Sinjai Regency, the enthusiasm of the community to take part in the tournament and there are also several clubs. (Rizhardi, 2020) Basic techniques are all the activities that underlie the game of football made with movements, both movements made without the ball or with a ball.

This needs to be corrected thus that students' abilities can be further improved. Since good passing ability is required in football games. Passing the ball is one of the basic techniques in the game of football which has a major contribution in the game, so it needs to be taught to students. To provide passing material to students, teachers' creativity is necessary which can push the students to play an active role in learning and reduce boredom as well. The success of the teaching and learning process in physical education can be measured by the success of the students who take part in these activities.

The observation which were conducted on the tenth grade students of SMAN 2 Palopo, with 30 students in the process Football learning material, by observing the students' passing using the inside legs, it was discovered that they were still in the very poor category. At SMAN 2 Palopo the Minimum Completeness Criteria (KKM) is 75, there were still more students who did not complete, 19 students with a

percentage of 63% and only 11 students who completed with a percentage of 37%. Teachers' creativity in learning is expected as a way to improve students' abilities. (Maliki et al., 2017) Sport is a form physical activity contained in games, competitions and intensive activities in order to obtain the relevance of victory and optimal achievement.

Football is one of the most popular sports in the world. Internationally football is known as "soccer" or "football". In a match, soccer is played by two groups; each of them tries to put the ball into the opponent's goal. Each group consists of eleven players, Thus a group in football is also called a team (Nugraha 2013). Football is a team game, each team consists of eleven players, and one of the players is the goalkeeper. Football is a big ball learning activity and can be interpreted as a game sports are carried out in groups (Alfi Hidayat 2019).

Football is the most popular form of sport in the world, played in every country without exception. "Football is the most popular sport in the world, with up to 270 million participants." (Kemal Goral 2019). According to Varathaya Varothai & Chanchai Bunchapattanasakda, (2020) Football is one of the industries that helps Thailand's economic sector to improve and level with to other developing countries" (Varathaya & Chanchai 2019).

Football is a ball game played by two teams each consisting of eleven players (Mudhor 2013). Football is a team sport that requires the best cooperative performance with the aim of winning (Abdillah & Widodo 2019). The shape of a football field is a rectangle. In actual regulations, a standard football field is 100-110 meters long, 64-75 meters wide (Mellius Ma'u & Santoso 2014).

(Muhammad Khoirul Huda et al., 2021) The passing technique using the inside of the foot really needs to be mastered by football players so that the desired pattern of play is successful both in attack and defense. In addition, there are those who say that passing by using the inside is moving the ball from one player to

another. In performing the passing, the most appropriate part of the body is the foot. Passing is the process of moving the ball from one player to another (Irawan et al., 2020).

Passing by using the inside foot which is not performed correctly as the player expected, will not create an opportunity to move the ball to the teammates (Widiarso 2011). Passing using the inside foot aims to produce short passes or short passes. The purpose of this short pass is to move the ball quickly to target teammates, passes into empty areas, through passes, and scoring goals. (Hartanto et al., 2020).

Passing is a way of transferring the momentum of the ball from one player to another (Abdillah & Widodo 2019). Passing is moving the ball to a teammate, passing is a technique of passing or transferring the momentum of the ball from one player to another in a soccer match. (Arisdianto et al., 2014). The best pass is done with the inside foot, because on the inside of the foot there is a wider surface for the player to kick the ball so that it provides better ball control, and is also the easiest passing technique to do (Wibowo & Indardi, 2014)

Passing Is a technique of passing or transferring the momentum of the ball from one player to another in a soccer match. The Passing technique are necessary for football players so that the desired game pattern can be successful both in attack and defense (Akabar, 2020). According to Sefiana, Astra, Saputra, (2016: 3) The ability to pass the ball is a must for a soccer player. Passing is the most important skill to play football. Passing connects all players across the field and allows the team to create attacks. (Kurniati et al., 2020) The drill method is a way to improve football passing skills, which is by providing ready-to-pass training by kicking the ball repeatedly towards the target, returning to the ready position to take the ball to pass again towards the target. This training model is a form of training to improve passing skills by doing the same movements so that at certain times the movements become automatic. Implementation of passing exercises with the drill training method, which

the trainer arranges in such a way that in carrying out the passing exercises all students have the opportunity to make movements evenly and can do as many repetitions of movements as possible(Umam, 2015).

The drill method is that students do individual passing and control repeatedly (Prasetya, 2020). The drill method is generally used to gain dexterity or skill from what has been learned. Drill is an action to improve skills and proficiency(Deri et. al., 2017). The drill method is a way of teaching by providing exercises on what students have learned so that they acquire a certain skill(Ansar 2018). From the several opinions above, it can be concluded that the drill method is to master movements automatically to improve passing skills repeatedly.

According to(Siregar, 2018) The advantages of the drill method are: 1) the drill is used until the correct movement can be done automatically or becomes accustomed to, and emphasizes certain circumstances that the movement must be carried out. 2) Students are directed to concentrate on the correctness of the execution of the movement and the accuracy of its use. 3) During the execution of the drill it is necessary to always make corrections so that attention remains focused on the correctness of the motion. 4) The implementation of the drill is adjusted to the parts of the actual sports game situation. This can create traction in practice. 5) It is necessary to make a transition from a drill situation to an actual game situation. 6) A competitive atmosphere needs to be created in the execution of the drill, but there is still control over the correctness of the movements (Maryono et al., 2017)

METHOD

(Mulyatiningsih, 2012) This research is classified as class-based action research (Classroom Action Research) which is descriptive in nature and aims to improve passing skills using the drill method. "Classroom Action Research" is not aimed at objectivity, but a systematic subjectivity that leads to a new paradigm for constructing discourse and alternative analysis.(Wiriatmadja 2010).



According to (Kusuma & Dwitagama 2012),⁵ classroom action research is research conducted by teachers in their own class by (1) planning, (2) implementing, and (3) reflecting on collaborative and participatory actions with the aim of improving their performance as teachers, so that student learning outcomes can increase.¹⁷ Classroom action research (CAR) is research initiated to solve problems in the teaching and learning process in the classroom directly (Kusumawati 2015).¹⁷ Broadly speaking, the classroom action research (CAR) model is divided into four stages that are commonly passed, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The models and explanations for each stage are as follows:¹⁰

This research was carried out in cycles, that is, one cycle with another is a series of interrelated relationships. To solve the problem, action planning and implementation observations were carried out, reflected to find out the results of the action implementation. The stages of implementing the research are as follows: This cycle is divided into 4 stages, which are the planning, the implementation, the observation and the reflection.

Planning

Developing learning tools in the form of Lesson Plan, Preparing observation formats for student learning processes, prepare learning resources, Make passing ability assessment tests based on the material being taught. (2) Implementation a) Delivery of goals and motivation, b) Group division, c) Presentation of learning material, d) Student group learning activities, e) Giving Quiz and evaluation.

Reflection

The activity in this step is an assessment of the observation's results. If there are problems in the first cycle, a reassessment will be conducted in the next cycle.

Table 1. Psychomotor Assessment Qualification Technique Guidelines for Scale-4 conversion

Mastery rate (%)	Rating result	
	Score	Qualification
93 – 100	A	Very good
84–92	B	Good
75–83	C	Fairly Good
<75	D	Bad

Table 2. Minimum Completeness Criteria

Score	Category
>75.00	complete
<75.00	Not Completed

RESULTS AND DISCUSSION

The activity which was conducted in cycle I was the presentation of passing using the drill method for 2 meetings and for the test activities conducted at the second meeting or taking the grade of the psychomotor aspect. Based on the ability of passing using the drill method students can be classified as: very good, good, Fairly Good, Bad. Furthermore, it can be seen in the table.

Table 3. Passing ability in cycle I using the drill method at the tenth grade students of SMAN 2 Palopo

No	Value Range	Category	Frequency	Percentage
1	93 – 100	Very good	0	0%
2	84–92	Good	2	6%
3	75–83	Fairly Good	20	67%
4	<75	Bad	8	27%
		Total	30	100%

From the table above, it is obtained that the learning mastery of passing abilities with details is from 30 students (100%). Which has a very good category 0 students (0%), good category 2 (7%), Fairly Goodt category 20 (67%), Bad Category 8 students (27%). Based on the table above, it can be seen in the bar chart of the percentage score scores in cycle I as follows:

Based on the bar chart of the percentage score in cycle I above, it shows that from 30 research subjects, there were 0 students (0%) in very good categories in grades (93-100), 2 students (84-92) in good categories (84-92) 6%), the Fairly Good category with the score of (75-83) of 20 students (67%), the Bad category on the Score (<75) of 8 students (27%). Based on the learning outcomes in the first cycle, the percentage of student learning completeness can be seen in the table below:

Table 4. Description of the learning completeness in cycle I

Completeness Criteria	Category	Frequency	Percentage (%)
0 – 74	Not Completed	8	27%
75 – 100	complete	22	73%
Total		30	100%

Based on the table above, it shows that from 30 research subjects there were 22 students with a percentage of 73% already in the complete category and 8 students with a percentage of 27% in the incomplete category in cycle I.

The activity which was conducted out in cycle II was the presentation of passing material using the drill method in a cross manner for 2 meetings and for test activities conducted at the second meeting or taking the grade of the psychomotor aspect. Based on the passing results with the cross drill method, students can be classified: very good, good, Fairly Good, Bad. Furthermore, it can be seen in table 4.

Table 5. Passing ability in cycle II using the drill method for the tenth grade students of SMAN 2 Palopo.

No	Value Range	Category	Frequency	Percentage
1	93 – 100	Very good	0	0%
2	84–92	Good	14	47%
3	75–83	Fairly Good	15	50%
4	<75	Bad	1	3%
		Total	30	100%

From the table above, it shows that the learning mastery of passing abilities with details from 30 students (100%). Which has a very good category 0 students (0%), good category 14 (47%), Fairly Good category 15 (50%), Bad category 1 student (3%). Thus, In cycle II the students passing ability was increased drastically into good category, which means that the students experienced mastery in learning

passing abilities reaching 75% of the pass category from all student results to be achieved.

Based on the bar chart of the percentage score in cycle I above, it appears that from 30 research subjects, there were 0 students (0.0%) in very good categories in grades (93-100), good categories in grades (84-92) 14 students (47%), Fairly Good category in grades (75-83) 15 students (50%), Bad category in grade (<75) 1 student (3%). Based on the learning outcomes in cycle II, the percentage of student learning completeness can be seen in the table below:

Table 6. Description of learning mastery in cycle II

Completeness Criteria	Category	Frequency	Percentage (%)
0 – 74	Not Completed	1	3%
75 – 100	complete	29	97%
Total		30	100%

Based on the table above, it shows that from 30 research subjects there were 29 students with a percentage of 97% already in the complete category and 1 student with a percentage of 3% in the incomplete category in cycle II.

Discussion

Based on the results of data analysis related to passing ability using the drill method, it provides a significant increase. From the results of the initial data, 11 students were included in the complete category with a percentage of 37% and 19 students with a percentage of 63% were included in the incomplete category at the time before the study. In cycle I the number of students included in the complete category were 22 students with a percentage of 73% and 8 students in the incomplete category with a percentage of 27%. In cycle II, there were 29 students who were included in the complete category with a percentage of 97% and 1 student who was included in the incomplete category with a percentage of 3%.

CONCLUSION

Classroom action research at the tenth grade students of SMAN 2 Palopo was conducted in two cycles. Each cycle consists of four stages, which are planning, implementing, observing and reflecting. Based on the research that has been



conducted, it can be concluded that using the drill method can improve the learning outcomes of students' passing abilities at tenth grade of SMAN 2 Palopo.

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