

Improving Dribbling Learning Outcomes in Football Games Through Learning Models *Discovery Learning* For students in Class VIII 1 of SMP Negeri 5 Ambon

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Abstract

Received: 2 Juni 2024
Revised: 16 Juni 2024
Accepted: 29 Juni 2024

Dribbling the ball is a technique of rolling or moving the ball from one place to another using the feet while running, as an initial pattern to build an attack on the opponent. This study aims to determine whether there is an increase in learning outcomes of basic dribbling techniques with the outside of the foot, in soccer games through the Discovery Learning learning model in class VIII 1 students of SMP Negeri 5 Ambon. This type of research is classroom action research or (PTK). The subjects of this study were 20 students of class VIII 1 SMP Negeri 5 Ambon. The results of this study indicate that the results in cycle I were 11 students who completed or 55%, 9 students who did not complete or 45%. In cycle II there were 20 students who completed or 100%. Student learning outcomes are seen in the student ability test during the II cycle, namely cycle I obtained 47.55% and in cycle II the completion was 84.95% there was an increase of 37.4% meaning that the learning outcomes of basic dribbling techniques with the outside of the foot, in soccer games can be improved through the Discovery Learning learning model.

Keywords: *improving learning outcomes, dribbling with the outside of the foot, soccer, Discovery Learning learning model*

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How to Cite: Risakotta, P., Hasbullah, B., & Matitaputty, J. (2024). Improving Dribbling Learning Outcomes in Football Games Through Learning Models Discovery Learning For students in Class VIII 1 of SMP Negeri 5 Ambon. *International Journal of Education, Information Technology, and Others*, 7(3), 397-403. <https://doi.org/10.5281/zenodo.14037661>

INTRODUCTION

Education is the most important part of human life, education is a process that every individual goes through towards a better direction in living their life, because education is one of the ways a person obtains knowledge to use as a guide and reference for them in social life. Education is also a civilizing process where each person born into the world is formed into a full member of a society by living and practicing the values contained in the culture they have.

Physical education is a learning process designed to improve physical fitness, develop motor skills, knowledge and active lifestyle behavior, and sportsmanship through physical activities. The learning environment is carefully regulated to increase growth and development in all physical, psychomotor, cognitive and affective domains in each students. The learning experience presented will help students to understand why humans move and how to carry out movements efficiently and affectively.

Physical education is an educational process with learning experiences through physical activities carried out consciously, systematically and intensively

in order to stimulate physical, motoric, thinking, emotional, social and moral growth and development, in other words physical activity, the activity in question is one of them is ball games. More specifically, soccer games.

In essence, the game of football is a team game that uses a soccer ball. Football is played on a grass field by two teams facing each other, with each team consisting of eleven players. The aim of this game is to put as many balls into the opponent's goal as possible and try to defend your own goal from the opponent's attacks. There is also a characteristic that characterizes this game, namely playing the ball using all parts of the body except the arms. against the opponent's goal by defending the goal so as not to concede the ball." According to Luxbacher (in Vinando, Insanisty, and Sutisyana 2017) states that a football match is played by two teams, each consisting of 11 people. Each team defends the goal and tries to break through the opponent's goal.

According to Sucipto, (in Arwih 2019) football is a team game, each team consists of 11 players and one of them is a goalkeeper. This game is almost entirely played using the legs, except for the goalkeeper who is allowed to use his arms in the penalty kick area.

According to Sukintaka, (in Applied 2016) football is a game played by kicking the ball. The ball is kicked back and forth to be fought over between players, whose aim is to put the ball into the opponent's goal. When playing ball, players are allowed to use all body parts except the hands and arms. Only the goalkeeper is permitted to play the ball with his hands in his penalty area. The goal of each team is to put as many balls into the opponent's goal as possible and try to ensure that the opposing team does not concede the goal.

The game of football is one of the sports that is most popular with most people on this earth. Likewise in Indonesia, it even received sympathy in the hearts of the people. Football is popular with all levels of society, both at regional, national and international levels. The game of football has been applied and acquired at both elementary, middle and high school levels. In physical education learning, the game of soccer is one of the materials that is often taught in the school curriculum, namely basic techniques. There are several basic techniques in the game of football, such as passing (passing), dribbling (dribbling), shooting (kicking the ball towards the goal), heading (heading), and stopping (controlling).

One of the basic techniques is the basic technique of herding. Dribbling the ball is a basic skill that every soccer player must have. In the game of soccer, dribbling the ball is very necessary for all players to outwit the opponent by bringing the ball into an empty area and passing the opponent to dribble the ball towards the opponent's goal to score a goal. Your dribbling ability allows a player to control the ball longer and be able to strategize where the ball will go. streamed. According to Robert (in Marta dinata 2016) dribbling the ball is a method of moving the ball from one point to another on the field using the feet and the ball must always be close to the feet so that it is easy to control.

Based on observations made when the author carried out PLP activities at SMP Negeri 5 Ambon for class VIII 1 students in taking part in learning the game of football, specifically the basic technique of dribbling the ball, it appears that the learning process carried out by the teacher was going well, but in reality what happened When students were given the opportunity to dribble the ball, there

were students who were not able to do it well because the ball was dribbled too far from their feet, the contact of the ball on their feet was not right and their eyes were not looking at the ball. This was because the students were not given more opportunities. It takes a long time to do the basic technique of dribbling the ball because the method used by the teacher is a demonstration method so students are only given one or two opportunities to do the dribbling movement. Therefore, researchers are interested in providing solutions by applying the discovery learning learning model.

According to Suyono and Hariyanto (in Sudarisman, Studi, and Biology 2015) a model is all planning and procedures as well as steps for learning activities and selection of assessment methods that will be carried out in the learning process. According to Sanjaya (in Sudarisman, Studi, and Biology 2015) A model is a method used to implement plans that have been prepared in real activities so that the goals that have been prepared are achieved optimally.

Discovery learning is learning that is accentuated on contextual problems. The discovery learning process includes the process of information transformation and evaluation. In the information process at this stage, students obtain information about the material being studied, Suprijono, (in Saleh and Malinta 2020). Ibrahim and Nur (in Saleh and Ramdhani 2020) stated the Model *discovery learning* is one of the learning approaches used to make students more likely to remember and absorb what they find, students in situations that are oriented to real world problems, including in the learning process.

The reason for using the discovery learning game learning model in dribbling learning is to help students so that students are not only focused on the teacher but students can search and discover for themselves so that they can absorb and remember longer about the material and dribbling techniques in the game of soccer, directing the ball and accuracy. in measuring targets.

In connection with the description above, the importance of increasing herding learning outcomes for students at SMP Negeri 5 Ambon class VIII 1 is added by using a learning model that is appropriate to the material being taught. So the author is interested in raising the title "Improving dribbling learning outcomes in soccer games through the discovery learning learning model for students in class VIII 1 of SMP Negeri 5 Ambon".

METHOD

The object of this research is to improve learning outcomes for dribbling in the game of soccer, in this case the basic dribbling techniques.

Participants

The location of this research was in the city of Ambon, Nusaniwe District, Jln Namalatu, Negeri Latuhalat. The subjects used by researchers in this classroom action research were students in class VIII 1 of SMP Negeri 5 Ambon, with a total of 20 students, with details of 12 male students and 8 female students.

Instrument

The learning instruments used in this research are as follows:

1. The treatment instrument, namely using a learning implementation design (RPP), which has been attached to the attachment to this research.

- The measurement instrument is by using an effective, cognitive and psychomoral assessment rubric for the aspects assessed as the kayang movement. Next, to obtain a final score that can provide an overview of the individual's level of mastery of the indicator in terms of results and process.

It will be useful

This research is Classroom Action Research (PTK), which is cyclical research which aims to improve the quality of learning in the classroom on an ongoing basis. Maksum, {in Prapitisari et al. (2018) For this reason, in order to improve the quality of Football learning, especially Dribbling material, the researchers used a design PTK.

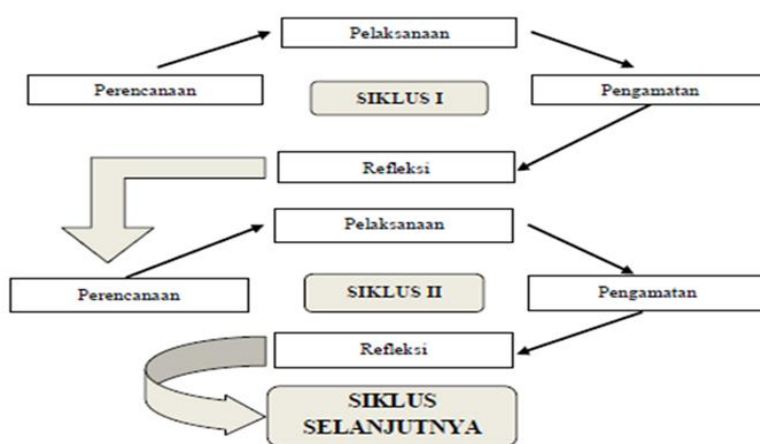


Figure 1. PTK cycle
Source: (Agus Kristianto, 2010)

Data analysis

The data analysis technique used to calculate the average results achieved by students is by using the formula:

Information :

P = Presentation

F = Number of answers

N = Number of samples

RESULTS

After carrying out actions in cycle I and cycle II, the overall results can be presented as in table 1 below;

Table 1. Analysis of Learning Results to Herd with Feet the outside part in cycle I and cycle II.

No	Student Name	Cycle I Values	Cycle II Values	IS.
1	AT	90	90	Complete
2	AP	66	84	Completed in cycle II
3	AL	72	81	Completed in cycle II
4	CK	83	83	Complete
5	CS	83	83	Complete
6	DM	70	81	Completed in cycle II

7	DL	87	87	Complete
8	GL	93	93	Complete
9	GM	76	90	Completed in cycle II
10	GK	70	84	Completed in cycle II
11	GT	87	87	Complete
12	GT	76	83	Completed in cycle II
13	JL	83	83	Complete
14	JM	69	81	Completed in cycle II
15	MT	81	81	Complete
16	MO	63	83	Completed in cycle II
17	PH	84	84	Complete
18	RR	90	90	Complete
19	SN	90	90	Complete
20	SL	69	81	Completed in cycle II

Quantitative descriptive data based on the results of the evaluation of the learning process with material on herding with the outside of the foot through the application of the learning model *Discovery Learning* for class VIII.1 students at SMP Negeri 5 Ambon are as follows:

1. Achievement of Learning Outcomes in Cycle 1

$$\frac{951}{2000} \times 100\% = 47,55\%$$

Based on the value obtained by each subject in carrying out the action, namely the application of the model *Discovery Learning* In class VIII.1 students at SMP Negeri 5 Ambon, cycle I, the achievement of learning to herd with the outside of the foot was 47.55%.

1. Cycle II Achievements

$$\frac{1699}{2000} \times 100\% = 84,95\%$$

Based on the value obtained by each subject in carrying out the action, namely the application of the learning model *Discovery Learning* for students in class VIII.1 of SMP Negeri 5 Ambon in the second cycle, it was 84.95% when compared with the results achieved in the implementation of cycle I. Then there was an increase from cycle I to cycle II of 37.4%

DISCUSSION

Completeness of Learning Outcomes

The results achieved in this research show that the implementation of the learning model *Discovery Learning* in class VIII.1 students at SMP Negeri 5 Ambon, and physical education learning and can improve student learning outcomes, especially in the material of dribbling with the outside of the foot in soccer learning, this can be proven by the increase in learning outcomes that occurs in the implementation of learning in the cycle I and II cycles. Where in cycle I there were 9 students who did not complete and in cycle II there was an increase of 9 students, all of whom were declared complete based on learning results and assessment results in cycle II.

1. Application of learning models *Discovery Learning* in class VIII.1 students at SMP Negeri 5 Ambon. It can be said that if the teacher carries out the learning process using careful and predetermined planning that is adapted to the students' initial conditions and abilities, and also needs to pay close attention to students' behavior patterns, then the set learning objectives will be achieved.

If we look at the content of the material, dribbling with the outside of the foot is soccer material, especially dribbling with the outside of the foot, is good material that can motivate students to move, because at the age of class VIII.1 junior high school they prefer to play. In the learning process, it is carried out with the aim of improving the results of learning to herd with the outside of the foot by using learning model *Discovery learning* in class VIII.1 students at SMP Negeri 5 Ambon, showed improvement in accordance with the learning objectives that had been set and planned. Where the presentations in cycle I amounted to 11 students or 55%. Meanwhile, 9 students did not complete, reaching 45%. However, after planning was carried out in the learning implementation stage in cycle II, there was an increase, where all 20 students in class VIII.1 of SMP Negeri 5 Ambon had completed 100%.

And based on the analysis of the results of learning to herd with the outside of the foot in cycle I it was 47.55% and in cycle II it increased by % to 84.95%.

2. Obstacles during the implementation of actions that need to be realized are that efforts to improve learning outcomes are not as easy as imagined. So even though it is felt that the planning carried out can be completed in just 1 cycle, it turns out it has to be completed in 2 cycles.

The factors that cause the implementation of the cycle, which was originally planned to be only 1 cycle, to increase to 2 cycles, are the obstacles. So the obstacles faced during the learning process include;

1. When carrying out the initial stance of leading the students, they have not done it well and correctly because there are students who when leading their hands are not open to maintain balance and their feet are not turned inward so that when leading
2. When carrying out the execution stance, there are still many students who carry out dribbling movements with the outside of the foot in straight dribbling games, circle and zig-zag shapes, there are still many errors in arranging steps when dribbling.
3. When carrying out the final stance of leading the student was not able to perform it well according to the teacher's instructions.

CONCLUSION

Based on the results of research that has been carried out over two cycles as follows: Results of learning to lead in learning football through a learning model *Discovery learning* shows an increase. This is proven by the results of data analysis where there was an increase of 37.4% from cycle 1 to cycle 2, where previously in cycle I student learning outcomes were only 47.55 percent and in cycle II there was an increase of 84.95%.

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