
EFFORTS TO INCREASE STUDENTS PASSING TECHNIQUES FOR FOOTBALL GAMES THROUGH DRILL AND PRACTICE METHODS

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ABSTRACT

One of the most basic techniques in the game of soccer is to be able to make good and correct passes. This study aims to determine whether the drill and practice method can improve the ability of students at SDN Kamal 3 and the extent of the resulting improvement. This research is classified as a classroom action research method. The data collection techniques used in this research are interviews, observation, tests, and documentation. Based on the results of the research conducted at SDN Kamal 3, the researchers found that many students still could not do good and correct passing events. This research was held in 2 cycles. The results showed that in cycle 1, students experienced an increase from before, but the result was that there were still some students who had not yet completed the percentage of completeness which was at 69% and incompleteness was at 31%. In cycle 2, the drastic increase experienced by students with completeness is at a maximum of 100% while incompleteness is at a minimum of 0%. Based on these results, it can be concluded that the drill and practice method can improve students' abilities in carrying out passing techniques.

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A. Introduction

Education is a system whose one component is the purpose of education. Of course, the purpose of Physical Education in schools is inseparable from the goals of national education. The purpose of Physical Education in schools always includes three aspects, namely cognitive aspects, affective aspects and psychomotor aspects. In the physical education learning process, teachers are expected to teach various basic movement skills, techniques and strategies for various sports (Sumarsono & Anisa, 2018). One of the sports is soccer. The content of soccer game material is one of the subject matter included in the educational curriculum at school, where we all know that soccer is a sport that is very popular with students and can be played by all ages, both male and female (Wiyasa, 2013). Maximizing students' understanding of the basic techniques of soccer games is considered important to be taught at a basic level by considering the need for students' skills in all fields in the future.

The improvement of students' skills in mastering a game technique can be pursued by PJOK teachers by taking practical methods or exercises (Mulyadi et al., 2014). The use of learning methods in the practice of playing soccer is considered very crucial and needs to be emphasized because there are several basic components that students must master in this game. The service technique is one of the basic techniques that must be mastered by students in order to form potential players and avoid injury when practicing soccer games. Therefore, a balance is needed between the provision of material and the implementation or practice of the knowledge gained so that students can master the basic techniques in a game.

The fact obtained by the researchers when they were in the field, the majority of PJOK teachers were less than optimal in applying approaches and learning methods during the teaching and learning process. Teachers often deliver material in the way they like without paying attention to the needs of students. This certainly affects students' skills in understanding and applying the practical materials obtained. This also happened at SDN Kamal 3, where the learning method used was less innovative and it was felt that they did not pay much attention to the needs and abilities of students. Students' skills in mastering the basic techniques of playing soccer are considered less than optimal, in terms of aspects of basic movement techniques of passing, control and shooting

One approach or teaching method that is currently developing is the drill and practice method, where sports and health physical education teachers can apply this method to students, especially in performing basic technical skills in soccer games such as passing. The drill and practice method is a method of teaching by training students to do the same thing over and over again in earnest with the aim of perfecting their skills permanently (Martiani, 2018). This method is considered effective to use because students can perform the basic techniques of serving up and down repeatedly until students are able.

The results of the researchers' initial observations when filling out and participating in the learning process of PJOK class IV at SDN Kamal 3, especially for class V students, totaling 16 students, who were able to perform the upper and lower servicing techniques only reached 50.75% or 4 students. . The remaining 9 people or about 69.23% of the total population have not been able to master servicing techniques properly and correctly. Therefore, it is necessary to balance the provision of theory and practice to suit the needs and students can become more skilled in mastering the basic techniques of playing football. Based on the description above, the researcher wants to conduct a research by choosing the research title, "Efforts to Improve Student Mastery of Passing Football Game Techniques through the Use of Drill and Practice Methods".

B. Method

The type of research that the author is doing is Classroom Action Research (CAR). Classroom Action Research (CAR) is a form of reflective and collaborative research using certain actions in order to improve and improve the quality of learning and teacher professionalism on an ongoing basis (Mu'alimin & Cahyadi, 2014). This research was carried out in 2 cycles using test data collection techniques, observation, and documentation. The data that has been collected is then analyzed using qualitative and quantitative data analysis techniques.

C. Result and Discussion

Football is one of the most popular sports in all levels of Indonesian society, from children to adults, especially men. Many men channel their hobbies by playing soccer. Boys are psychologically more interested in games that require various types of movement because most boys always

display their movement skills in various situations (Akabar, 2019). Football played by two teams, each consisting of eleven people (Riyoko, 2019)

The basic ability to play football can be developed through regular training in order to achieve optimal performance, it also requires support for physical improvement and player talent. In basic skills training, you can do it without friends, for example by using a wall to bounce the ball, or by hanging the ball. Football games are dominated by fast passing ball control between players (Akabar, 2019). Fast play is usually supported by good passing quality because it is needed to make the rhythm of the game and control the ball on the field.

To practice basic passing techniques for fourth graders at SDN Kamal 3, action is needed in the form of applying drill and practice methods. The following are the results of the data obtained by researchers in each research cycle:

Cycle I

The following are the data obtained by the researcher after carrying out the actions in the first cycle:

Table 1. Results of Observation of Teacher Activity Cycle I

No	Observed Teacher Behavior	Appearance	
		There	None
1	Organizing learning facilities and resources	✓	
2	Start learning in an interesting way, motivate students, and hold apperception	✓	
3	Carry out learning in accordance with the objectives, students		✓
4	Using learning aids (media) that are in accordance with the objectives, students, field situations		✓
5	Ask students to identify the correct way of passing	✓	
6	Provide instructions and explanations related to footstools to do the right and proper way of passing	✓	
7	Conducting Q&A on the results of the demonstration	✓	
8	Trigger and maintain student engagement		✓
9	The teacher gives the demonstration result worksheet	✓	
10	The teacher demonstrates the subject matter	✓	
11	Concluding learning materials		✓
12	Assessing learning outcomes	✓	
13	Giving assignments as a follow-up to learning	✓	

Based on observations, teacher activities are at a good stage, although there are several aspects that must be improved such as fostering motivation, less than optimal use of media, inefficient time management, starting demonstrations with activities that stimulate students to think less well done, the atmosphere created is

less pleasant, provides opportunities for students to actively think further in accordance with what is seen from the demonstration process that is not carried out well, and provides reinforcement to students from the explanations that have been explained during the teaching and learning process that is not done well.

Table 2. Result of Observation of Student Activity Cycle I

No	Students Name	Student activity to:				
		1	2	3	4	5
1	Ahmad fikri			V		
2	Beri rafliano	V	V			
3	Bian rejaki			V	V	V
4	Destiana regina putri					V
5	Elsa rismayanti			V	V	
6	Deri setiana	V	V	V		
7	Evi nursayidah	V	V	V		
8	Father	V	V	V		
9	Fitri rahma	V	V	V		
10	Gilang ramadani	V	V	V		
11	Lia apriliani	V	V	V	V	
12	Melani audtina putri			V	V	
13	Rijal asidiq				V	
14	Nena sabilla				V	
15	Nopi komalasari				V	V
16	Pera			V		V
17	Rafik aziz	V	V			
18	Rahmilianti			V	V	
19	Ramadhan maulana					
20	Reivaldi arya prasetyo			V	V	
21	Rian saputra			V	V	
22	Ricki Febriansah			V		
23	Syam Ilham	V	V	V		
24	Toni ahmad			V		V
25	Zafna Medina Abdulla	V	V	V		
26	Zukfikar	V	V	V	V	
Amount		11	11	19	10	6
Percentage		44%	44%	75%	44%	25%

Based on the observation sheet, student activities are in the poor category with the results of students who actively ask as many as 44%, students who actively answer by 44%, students who carry out orders by 75%, students who chat by 44% and students who are silent or not active by 25%.

Table 3. Student Learning Outcomes Cycle I

No	Students Name	Score	Completeness
1	Ahmad fikri	78	Complete
2	Beri rafliano	79	Complete
3	Bian rejaki	58	Not Complete
4	Destiana regina putri	58	Not Complete
5	Elsa rismayanti	74	Complete
6	Deri setiana	78	Complete
7	Evi nursayidah	78	Complete
8	Father	70	Complete
9	Fitri rahma	77	Complete

10	Gilang ramadani	57	Not Complete
11	Lia apriliani	74	Complete
12	Melani audtina putri	72	Complete
13	Rijal asidiq	72	Complete
14	Nena sabilla	70	Complete
15	Nopi komalasari	57	Complete
16	Pera	55	Complete
17	Rafik aziz	68	Complete
18	Rahmilianti	58	Not Complete
19	Ramadhan maulana	66	Not Complete
20	Reivaldi aya prasetyo	56	Not Complete
21	Rian saputra	68	Complete
22	Ricki Febriansah	57	Not Complete
23	Syam Ilham	81	Complete
24	Toni ahmad	57	Not Complete
25	Zafna Medina Abdulla	75	Complete
26	Zukfikar	76	Complete
Total score		1761	
Average		67,7	
Lowest Score		55	
Highest Score		81	
Number of students completed		18	
Number of students not completed		8	
Complete presentation		69%	
Percentage of incompleteness		31%	

Based on the data in the table above, the average student learning outcomes are still below the applicable KKM (KKM = 70), which is 67.7. Not only that, the number of students who completed was only 18 students with a percentage of 69%. Referring to the theory (Trianto, 2012), which states that a class is declared complete if the percentage of students completed is 85, then the percentage of students completed in the table above shows that the class is still not classically complete.

Because some of the targets made by researchers have not been achieved, such as several components of the drill and practice method that have not been carried out optimally by the teacher, student activity is still low based on the results of student activity observations, the average learning outcomes that have not reached the KKM, and the percentage the number of completed students who are in the unfinished criteria. So, the researchers in this study repeated the action in cycle II. This is allowed, because according to (Mulyatiningsih, 2015), researchers in classroom action research can repeat the action if the research target has not been achieved, there are still components of action that have not been carried out optimally, and to see the impact of the action further.

Table 4. Results of Observation of Teacher Activity Cycle II

No	Observed Teacher Behavior	Appearance	
		There	None
1	Organizing learning facilities and resources	✓	
2	Start learning in an interesting way, motivate students, and hold apperception	✓	
3	Carry out learning in accordance with the objectives, students	✓	
4	Using learning aids (media) that are in accordance with the objectives, students, field situations	✓	
5	Ask students to identify the correct way of passing	✓	
6	Provide instructions and explanations related to footstools to do the right and proper way of passing	✓	
7	Conducting Q&A on the results of the demonstration	✓	
8	Trigger and maintain student engagement	✓	
9	The teacher gives the demonstration result worksheet	✓	
10	The teacher demonstrates the subject matter	✓	
11	Concluding learning materials	✓	
12	Assessing learning outcomes	✓	
13	Giving assignments as a follow-up to learning	✓	

Based on the observation sheet, the teacher's activities are at a very good stage. But there are still aspects that need to be improved, namely providing opportunities for students to actively think further according to what is seen from the demonstration process.

Table 5. Result of Observation of Student Activity Cycle II

No	Students Name	Student activity to:				
		1	2	3	4	5
1	Ahmad fikri	✓	✓	✓		
2	Beri rafliano	✓	✓	✓		
3	Bian rejaki	✓	✓	✓		
4	Destiana regina putri					✓
5	Elsa rismayanti	✓	✓	✓		
6	Deri setiana	✓	✓	✓		
7	Evi nursayidah	✓	✓	✓		
8	Father	✓	✓	✓		
9	Fitri rahma	✓	✓	✓		
10	Gilang ramadani	✓	✓	✓		
11	Lia apriliani	✓	✓	✓		
12	Melani audtina putri	✓	✓	✓		
13	Rijal asidiq	✓	✓	✓		
14	Nena sabilla	✓	✓	✓		
15	Nopi komalasari		✓	✓		
16	Pera					✓
17	Rafik aziz	✓	✓	✓		
18	Rahmilianti	✓	✓	✓		
19	Ramadhan maulana	✓	✓	✓		
20	Reivaldi arya prasetyo	✓	✓	✓		
21	Rian saputra		✓	✓		
22	Ricki Febriansah	✓	✓	✓		
23	Syam Ilham	✓	✓	✓		
24	Toni ahmad	✓	✓	✓		
25	Zafna Medina Abdulla	✓	✓	✓		

26	Zukfekar	V	V	V		
Amount		24	24	24	0	2
Percentage		88%	94%	94%	0%	6%

Based on the observation sheet, student activities are in the poor category with the results of students who actively ask as many as 88%, students who actively answer 94%, students who carry out orders are 94%, students who chat are 0% and students who are silent or not active by 6%. Here there is an increase from the implementation in cycle 1

Tabel 6. Student Learning Outcomes Cycle II

No	Students Name	Score	Completeness
1	Ahmad fikri	78	Complete
2	Beri rafliano	79	Complete
3	Bian rejaki	70	Complete
4	Destiana regina putri	70	Complete
5	Elsa rismayanti	74	Complete
6	Deri setiana	78	Complete
7	Evi nursayidah	78	Complete
8	Father	70	Complete
9	Fitri rahma	85	Complete
10	Gilang ramadani	82	Complete
11	Lia apriliani	80	Complete
12	Melani audtina putri	75	Complete
13	Rijal asidiq	78	Complete
14	Nena sabilla	75	Complete
15	Nopi komalasari	81	Complete
16	Pera	70	Complete
17	Rafik aziz	70	Complete
18	Rahmilianti	70	Complete
19	Ramadhan maulana	80	Complete
20	Reivaldi arya prasetyo	84	Complete
21	Rian saputra	70	Complete
22	Ricki Febriansah	70	Complete
23	Syam Ilham	81	Complete
24	Toni ahmad	70	Complete
25	Zafna Medina Abdulla	75	Complete
26	Zukfekar	90	Complete
Total score		1913	
Average		83,1	
Lowest Score		70	
Highest Score		90	
Number of students completed		26	
Number of students not completed		0	
Complete presentation		100%	
Percentage of incompleteness		0%	

Based on the data in the table above, it shows that the average student learning outcomes have increased to 83.1. This average value has exceeded the KKM (KKM=70). In addition, in cycle II, the actions taken had an impact on the completeness of all students or the number of students

who completed the percentage of 100%. When referring to the theory (Trianto, 2012), then this percentage shows that the class can be said to be classically complete. Because the target formulated by the researcher has been achieved, then after this action is not carried out again. Based on the results of the research conducted, it can be concluded that the drill and practice method can improve students' mastery of passing techniques in soccer games.

D. Conclusion

One of the most basic techniques in the game of soccer is to be able to make good and correct passes. Based on the results of the research conducted at SDN 3 KAMAL, the researchers found that many students still did not get a good and correct pass, here the researchers used 2 cycles, namely cycle 1 and cycle 2. In the results found in cycle 1, students experienced an increase from before, but the result was that there were still some students who were still incomplete for the percentage of completeness which was at 69% and incompleteness was at 31%. After the researchers carried out using cycle 2, the drastic improvement experienced by students with completeness was at a maximum of 100% while incompleteness was at a minimum of 0%. Shows the research carried out at SDN 3 Kamal is running with the scheme that has been prepared by the researcher.

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