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Yudha Dwi Hutama
Postgraduate, Jakarta State
University, Indonesia

Taufik Rihatno
Postgraduate, Jakarta State
University, Indonesia

Hernawan
Postgraduate, Jakarta State
University, Indonesia

Improvement of soccer dribbling skills with playing group strategies

Yudha Dwi Hutama, Taufik Rihatno and Hernawan

Abstract

This study aimed to examine the implementation of the group's strategy bermainan to the p Enhancing skills led to the students soccer balls a jejang junior high school. This action research has systematic steps consisting of planning, action, implementation, observation and reflection. The researcher begins with an initial test of dribbling skills, after which the treatment is given to the first and second cycles, wherein each cycle the final data is collected. The initial test is 24 people with results 5 people succeeded, 19 people failed, the percentage of success was 20.8%, and the percentage of failures was 79.2%. Afterwards k elompok cycles one and s iklus two diperolehasil end 21 people successfully, 3 people fail, success percentage of 87.5%, and the percentage of failure of 12.5%, with a score of average grade of 73.3, d ith such process dribbling penmbelajaran Valid football declared because it has reached a percentage of success $\geq 80\%$. So that the play group strategy can improve the learning outcomes of football dribbling skills, it is obtained evidence of this increase in the results of testing the results of the pretest and posttest results of a significant difference between before and after the treatment of treatments in each cycle.

Keywords: Improvement, soccer dribbling skills, group play strategy

Introduction

Education is something that always gets attention by all nations and countries in the world. This is due to the progress or decline of a nation and its country influenced by the quality of human resources that are the backbone of the country. Education today is felt to be likely to shift to a learning system that is oriented towards Educators (*teacher centered*) and education that grows openly or at a distance (Alruwaih, 2015) ^[1]

Physical education has overall benefits. "Physical education is an integral part of education that aims to improve individuals organically, motorically, intellectually, and emotionally through physical activity" (Bustaman, 2017) ^[2]. Because physical education is an integral part of education, physical education cannot be separated from the education curriculum. Ignoring physical education means reducing the quality of education, with future negative impacts on public health and the health budget. Physical education, sports, and health become a means to encourage children's physical growth so that the child's physical needs are met properly.

The teacher or trainer is the key to success in all motion learning activities in school. By because of the ability, creativity and innovation of a teacher is absolutely necessary in order to achieve the success of the learning that. In increasing student motivation and participation, by modifying learning strategies that attract students so that students' motivation and learning interest increases. Group play strategy is an appropriate way given by the teacher to students, especially to students in high school so that they are more motivated in the learning process, in the strategy of this group game approach students are given learning material through active and fun group play activities, but still leads to movements or techniques that are being learned. That way the learning process in soccer extracurricular can be done by all students according to their abilities, characteristics, development and growth according to their needs.

Group play strategy is a form of student-centered learning and stimulates the broadest possible student's basic movements, thoughts, and attitudes, so that it can enable students' motoric, cognitive, and affective abilities to develop quickly and accurately. Learning that uses a child-centered approach emphasizes that educational experiences must continue to challenge children intellectually and at the same time involve their emotions (Griffin & Placek, 2013) ^[3].

Corresponding Author:
Yudha Dwi Hutama
Postgraduate, Jakarta State
University, Indonesia

The character of junior high school students where they are more interested in expressing themselves in an effort to develop themselves, more courageous and confident in learning new movements, so it is necessary to find a solution in this case, which is a variety of learning that is packaged into a fun group play, also modification of rules into the form simple, so students can accept the learning process with fun and hopefully learning outcomes will be better.

Soccer game

The game of football is a sport that is very popular and popular today, proved almost all parts of the world to play this sport. Football in Indonesia has won the hearts of sports lovers. So from that, it's no wonder that the dominant game using legs is often played by children to adults (Najah & Rejeb, 2016) ^[7]. Not only men, at this time women's soccer has also become popular in Indonesia. This sport is very useful as education, recreation facilities, as well as the goal of achievement formation (Ric *et al.*, 2017) ^[11].

Quality skill technique basic game each player regardless of factors conditions of physical and tactical greatly determines the level of play a squad of football (Sulistiyono, 2017) ^[12]. More and better level of mastery of skills of engineering the basic game each, then the more rapid and thorough work samasecara collective that will be achieved. By so, teams will lebihlama control of the ball and will get advantages in physical and tactical. According to Rosch *et al.*, In Tomi Vanttinen *et al.* The variable in football is Pill (2015) ^[9], "The most important variables for measuring performance in soccer are physical conditions, technical skills and tactical performance".

Soccer Dribbling

Skills herding the ball is one of the techniques are very big role in the game sepakbola. Selama in the game, most great players are going to a lot of men dribble or lead balls. The ability to lead the ball will be very decisive to the mastery of the ball in a game, in addition to mastery of dribbling has a goal to create opportunities by making punctures to the defense of the opponent (Hary & Firdiansyah, 2020) ^[4]. So it will be increasingly large also the possibility to win the game. Dribbling according to Peter Schreiner is (Naka *et al.*, 2015) ^[8], "dribbling means 'to move forward with small kicks.' In a narrower sense, dribbling requires the proximity of an opponent, who the dribbler would like to defeat. Dribbling is often preceded by one or more feints." According Pulling, Twitchen and Pettefer (2016) ^[10] leads is skill base in football because all players should be able to master the ball when being moved, standing or preparing to commit a pass or shot. Meanwhile, according to Nakayama *et al* (2015) ^[8] dribbling is a ball control movement with tight use of both feet and continue to change the trajectory of the ball".

The Purpose of Group Games

Gaming group is the thing that is not to be separated from the process of learning Penjas Orchestra at school. According to Freud and Erikson (2013), the game group help children master the anxiety and conflict because of the tension slacken in the game, children are able to face the problem. Gaming group allows children to channel the excess energy of physical and release emotions are restrained, which increases the ability of s i son to face the problem (Lesley & North, 2017) ^[5]. According to Lesley and Utara (2017) ^[5] not all types of games are useful and educational. Many are also games that lack has benefits, even endanger the development

of life of children.

Research methods

Research action (*action research*) included in the space sphere of research applied (applied research) that combines the knowledge, research and action. Action research has similarities with research: participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research. Simply stated, action research is "learning by doing" that is applied in the context of one's work.

Methods of research are used in research this is the research of action class (*classroom action research*). P enelitian is intended to hold a teacher mengajarpada process improvements as well as improving the skills of students in the subject penjasorkes, this study focused on the enhancement of skills led to the soccer ball with the way the approach play.

The study 's researchers play a role as planners, implementers, and the originator of the idea of the problems that faced and looking for a solution of the problem through action. It can be explained that a cycle in follow by the discovery that a systematic, a process reflective. The study measures this using several cycles in execution, each cycle having the steps that systematically which consists of planning, action, implementation, observation and reflection is described in the scheme as follows (Marco *et al*, 2017) ^[6].

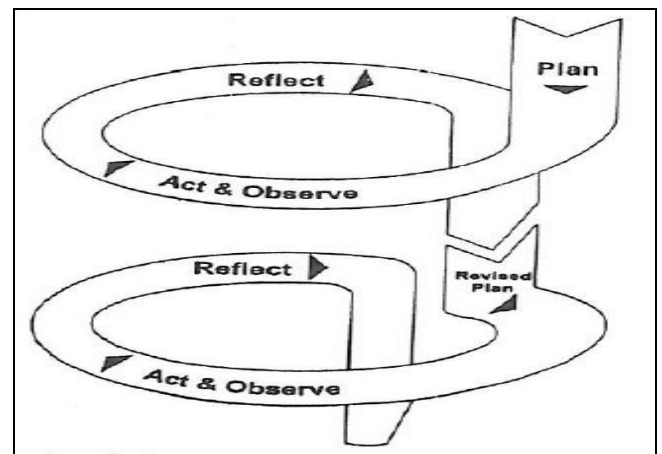


Fig 1: Cycle of classroom action research

Research Results and Discussion

This research was carried out after the researchers got the initial dribbling test data from a total of 24 students, which obtained results, 5 people succeeded, 19 people failed, the percentage of success was 20.8%, and the percentage of failure was 79.2%, with an average grade score 51.0.

The initial test data is presented in the form of tables and bar charts as follows:

Table 1: Distribution of Football Dribbling Skills Results at the Initial Test

No	Score	F	%	S x F
1	33.3	3	12.5	99.9
2	41.7	7	29.2	291,9
3	50	5	20.8	250
4	58.3	4	16.7	233.2
5	66.7	3	12.5	200.1
6	75	2	8.3	150
amount		24	100	1225.1

Information

S x F = Score x Frequency
 Average grade score: $S \times F / f$
 $= 1225.1 / 24$
 $= 51.0$
 Number of students succeeded = 5
 Number of students failed = 19
 Percentage of success = 20.8%
 Percentage of failure = 79.2%

After obtaining the initial value or initial test, then the application of several treatments that have been planned in each cycle, where at the end of this cycle 1 obtained the following data. Based on the evaluation conducted in the first cycle, data obtained from the results of dribbling skills are presented in tables and diagrams as follows:

Table 2: Results Distribution of Soccer Dribbling Skills Results Group play strategy Cycle I

No	Score	F	%	S x F
1	41.7	1	4.2	41.7
2	50	4	16.7	200
3	58.3	6	25.0	349.8
4	66.7	6	25.0	400.2
5	75	5	20.8	375
amount		24	100%	1533.3

Information

S x F = Score x Frequency
 Average class score = $S \times F / f$
 $= 1533.3 / 24$
 $= 63, 9$
 Number of successful students = 13
 Number of students failed = 11
 The percentage of success = 54, 2%
 Failure percentage = 45.8%

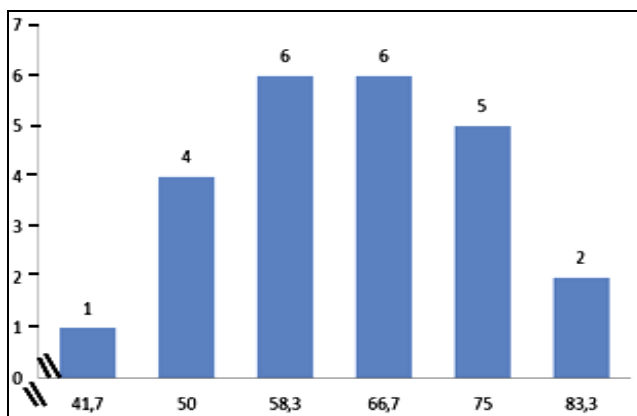


Fig 2: Bar Diagram of the Results of Soccer Dribbling Skills for group strategy playing Cycle I

Based on the evaluation conducted in the second cycle, the data obtained from the results of dribbling skills are presented in the form of tables and diagrams as follows:

Table 3: Results Distribution of Soccer Dribbling Skills for Group play Cycle II Strategy

No	Score	F	%	S x F
1	50	1	4.2	50
2	58.3	2	8.3	116.6
3	66.7	7	29.2	466.9
4	75	7	29.2	525
5	83.3	5	20.8	416.5
amount		24	100%	1758.4

Information

S x F = Score x Frequency
 Average class score = $S \times F / f$
 $= 1758.4 / 24$
 $= 73, 3$
 Number of students succeeded = 21
 Number of students failed = 3
 Percentage of success = 87, 5%
 Percentage failure = 12, 5%

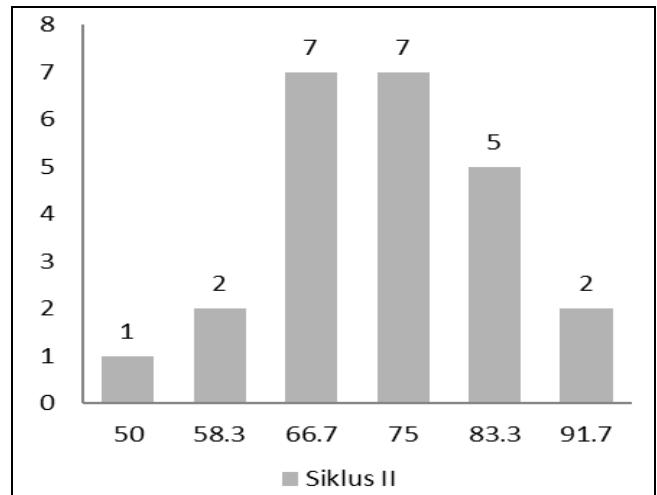


Fig 3: Bar Diagram of the Results of Soccer Dribbling Skills for Group Play Cycle Strategy II

Based on the results of the football dribbling skills test in the first cycle, it can be seen that students who have good skills as many as 13 people with an average value of 63, 9 and the percentage of students who have good skills 54.2%, this indicates that the criteria have not been achieved, because student achievement who have good skills must be more than 80%. Then on the results of the football dribbling skills test in the second cycle, an increase in the number of students who have good skills by 21 people with an average value of 73.3 and the percentage of students who have good skills 87.5%. Thus based on the results of calculations with the number of subjects 24 students from the initial test and the final test of the research that reached an increase of 87.5% or more than 80% which is the achievement of researchers' success criteria with more and more students who can make the football dribbling movement. The application of playgroup strategies provides a tiered exercise tool with adjustments to students to learn a skill well, otherwise it can stimulate students because the use of tools is more varied and not boring, because elementary school students have the characteristics of analyzing logic concretely.

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