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Learning Model and Motor Ability Towards Football Playing Skills In Sports High School Students

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Abstract

This study aims to determine: (1) the difference in the influence between the tactical learning model and the direct learning model on football playing skills in Riau provincial sports SMAN students, (2) the interaction between the learning model and motor ability on football playing skills in Riau provincial sports man students (3) Differences in the influence of direct learning models on football playing skills on high ability motorcycles, (4) Differences in the influence of direct learning models on football playing skills on low motor ability. This type of research is an experiment using a factorial design of 2 x 2. The population in this study was 76 students active in football. The sample in this study was 20 people using a purposive random sampling technique followed by ordinal pairing to divide the group. The instruments in this study were football skills tests, (1) passing and stopping, (2) dribbling, (3) shooting, (4) heading, barrow motor ability tests, (1) standing broad jump, (2) softball throws, (3) wall passes, (4) medicine ball puts, (5) 60 yards running using ANAVA two Away data analysis techniques. The results showed that: (1) there was a significant difference in influence between the tactical learning model and the direct learning model on improving football playing skills, (2) There was an interaction between the learning model and motor ability on football playing skills in students of sports high schools, (3) Tactical learning models and direct learning models in the group of high ability motor students on playing skills Football has the same result. (4) The tactical learning model provides more significant results than the direct learning model of football playing skills in students with low motor ability.

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INTRODUCTION

A portrait of the problem of physical education in Indonesia, in particular, was raised by the Commission on Physical Education and Sports (1). The issues raised in physical education are 1 Lowest status, 2 Low professional competency standards, 3 Time allocation, 4 Fund allocation, 5 Personnel, 6 Quality of teaching and learning process, 7 Assessment and Evaluation, and 8 Extracurricular and identification of school pathway talents. This will have an impact on football learning which is one of the compulsory subjects in schools. Football education and formal education in schools are always the opposite; only a handful pay attention to legal education in football. However, formal education at school is critical in decision-making in playing football. Mark Adams, head of the ManchesterEster City football academy, was quoted through. They said that many of the outputs of the Manchester City football academy have good school performance, for example, Micah Ricard, defender manchester city. This is because decision-making will be good when a person's thinking ability is good.

Problems in football learning in schools and student competency standards have yet to be able to solve problems in football games caused by various factors. Students cannot implement the relationship between some basic techniques mastered with the football playing pattern system. Although this approach to learning techniques is thought to improve mastery of essential technical skills, it has received criticism, one of which was stated by (Griffin &; Butler, 2005; Hadiana et al., 2020), who said that "although this format might improve technique, it has been criticized for Teaching skill before students can grasp their significance within the game." That is, the skills taught before the subject can understand their relation to the actual playing situation, and the result can eliminate the essence of the game itself. To his criticism,

The learning pattern is carried out through play activities, and mastery of basic techniques is carried out in conjunction with the play pattern (Rokhayati, 2016; Ramadan, 2017). About the football learning process based on the author's observations, the football learning process has been good at the elementary school level and even at the university level, even though it emphasizes more on mastering students' skills without regard to characteristics and branches of sport. What will happen if the teacher prioritizes movement skills to exclude more critical cognitive, affective, and psychomotor aspects? Elementary errors in the football learning process should emphasize the basic foundations of various aspects, such as interest, intrinsic and extrinsic motivation, physical fitness, and motor skills. The estuary will have an impact on the optimal learning outcomes of students.

As an educator, the ability to anticipate the use of the right learning approach in the learning process of football practice has

become the primary goal so that football learning outcomes can run optimally and efficiently in accordance with the demands of the curriculum and the characteristics of students. What efforts must be made by each teacher in anticipating and overcoming the problem of the football learning process? Every teacher must be able to plan, determine, and use the right learning approach but not carelessly. For this reason, it is necessary to develop a more effective and efficient learning approach according to the demands and characteristics of students who learn.

Because this is related to the characteristics of the level of complexity of motion contained in the game of football itself, this research is related to how real football learning is closely related later to football sports achievement. This research scheme is related to the science of the physical education and recreation study program and the UIR research and community service master plan, namely discussing the learning model and motor ability of football playing skills of Riau Province High School Sports students. The tactical approach is the opposite of the technical approach.

Tactical climbing is a form of student-oriented learning. A tactical approach is a form of learning the techniques of a sport that is conceptualized in the form of a game. (Gujarati, 2010) states, "The tactical approach in skill learning is to increase student's awareness of the concept of play through the application of appropriate techniques according to the problem or situation in the real game." According to (Tarigan, 2001), "teaching through a tactical approach is to enhance the display of student play, by involving a combination of tactical awareness and the application of basic technical skills into a solid form. Based on the two opinions above, a tactical approach is a form of learning the techniques of a sport packaged in the form of a game. Thus the tactical approach has almost the same sense as the playing approach. (Hendarto, 2010; Ramadan & Samin, 2022) stated, "Teaching through a play approach is to increase student's awareness of the concept of play through applying appropriate techniques according to problems or situations in real games."

METHODS

The method used in this study is to use the factorial design method using a quantitative approach (Ramadan & Juniarti, 2020), the quantitative approach uses many numbers, ranging from data collection, interpretation of the data, and the appearance of the results. In this study, researchers used treatment with tactical and direct learning models with high and low motor abilities. Each sample was against the experimental group. Samples are carried out by taking subjects not only based on strata, random, or regions but based on the existence of specific goals by the factorial design method explained (Wahyono, 2014), namely: "In this design, all groups are selected randomly, then each is given presets and postest.

This experimental research is based on variables and goals to be achieved, like research. (Yusrizal, 2013) states that field experiments are studies in reality by manipulating one or more independent variables under carefully controlled conditions by the experimenter as far as the situation allows. The population in this study amounted to 76 people. The sample was a small number of the population. Sample According to (Wicaksono, 2017), "Sample is part of the number and characteristics possessed by the population." Then the results are arranged to start from the high motor ability level score and students with a low motor ability level with a percentage of 27% of the upper limit representing high scores and 27% of the lower limit representing the lower limit (Subarjah, 2010). Thus the number of students with high motor ability is as many as 20 people and 20 people with low motor ability. (Arikunto, 2006) suggests that there are several advantages to using a relatively small sample, namely: fewer subjects in the sample compared to the population then the hassle is reduced, and if the population is too large, it is feared that something will be missed, d With sample research, it will be more efficient (in the sense of money, time and energy), sometimes with population research means destructive (destructive), a time when the bias of the person collecting the data, the time it is not possible to conduct population research. Regarding sampling in experimental methods, factorial design (Elmasri, 2017) explains that factorial design extends the number of relationships that may be examined in an experimental study. They are modifications of the posttest-only control group or pretest-posttest control group design (with or without random assignment).

Therefore, in a factorial design, sample determination is determined with or without random assignment. So in this study, in sampling, researchers apply random assignment. In determining the sample group in each exercise method, the researcher used the Random Complete Block Design (Arikunto, 2006) explaining the random complete block design (DBLA): A random complete block design is a design with. Experimental units are grouped into blocks such that the experimental units are relatively homogeneous, and the number of experimental units in a block equals many treatments under study. Treatment is applied to experimental units within each block. To the needs of the study, the number of samples selected as many as 40 people will be divided into two groups based on high and low motor ability levels after pretesting motor ability levels from the entire population, so students with High motor ability rate and low motor ability rate. So 20 people were sampled with high motor ability and 20 with low motor ability. So 20 people were sampled with high and 20 with low motor ability. Moreover, each tactical learning model with high motor ability is ten people, the direct learning model with high motor ability is ten people, the tactical learning model group with low motor ability is ten

people, and the direct learning model with low motor ability is ten people.

Table. 1 Research Group Table

Learning Model / Motor Bility	Tactical learning model A1	Live learning model A2	**Total**
Height B1	10	10	20
Low B2	10	10	20
Total	20	20	40

The test instrument that the author uses is a test of football playing skills (Nurhasan, 2001). Test items to measure movement ability are S sparring Broad Jump, Softball Throw, Zig Zag Run, Wall Pass, Medicine Ball Put, and 60-Yard Dash. The elements of physical ability measured include speed (speed, explosive power (power), agility (agility), hand-eye coordination (hand-eye coordination), and balance (balance). (Singh & Kaur, 2016)

FINDINGS AND DISCUSSION

In this study, the author will describe the results of the study. In this section, the average value, standard deviation (standard deviation), and the lowest score and highest score are presented. The description of the pretest and post-test result data can be seen in the following table:

Table 1 Results of Learning Model Hypothesis Test on Learning Outcomes of Football Playing Skills

Dependent Variable: Results of _Learning_Skills Playing Football

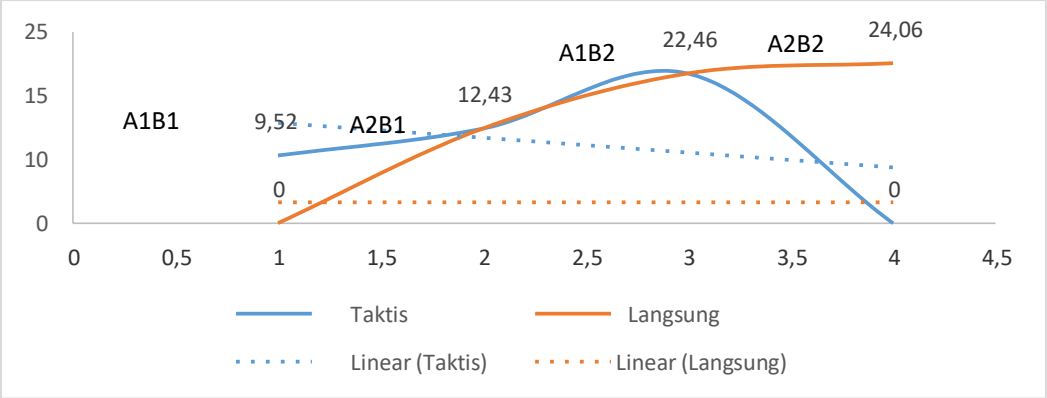
Source		Type III Sum of Squares	Df	Mean Square	F	Sig
Learning Model *	Hypothesis	81.219	1	81.219	3.931	0.168

Based on the results of calculations and data analysis of variances in differences in tactical learning models and direct learning on the learning outcomes of football playing skills, overall, as seen in the table above, it is known that the calculated F value is 3.931 with a probability (Sig.) of 0.168. Because the probability value (Sig.) 0.168> 0.05, it can be concluded that H 0 is accepted because the probability value of significance is more significant than α 0.05, which, based on these results, the tactical learning model and the same direct learning model can be used for the learning outcomes of football playing skills.

Based on the results of calculations and data analysis of learning model variants and high motor ability on the learning outcomes of football playing skills as a whole. The sig value of 0.605 > 0.05, then H 0: B1 = B1 is rejected. Thus, there is no interaction between

the learning model and motor ability in football playing skills, so the Research hypothesis (H1): B1 > B2 is accepted. Based on calculations, the average score of football playing skills using a tactical learning model is 9.5, 2 for students with high motor ability, and 22.46 for the Tactical learning model with four groups of students with low motor ability. Then the average score of football playing skills using a direct learning model was 12.4, 3 for students with high motor ability, and 24.06 for students with low motor ability. Thus, there is no interaction between the learning model and motor ability on the learning outcomes of football playing skills.

To determine the interaction between the learning model and motor ability on football playing skills. Graph 1. The Interaction Between Learning Models and Motor Ability on Learning Outcomes of Football Playing Skills.



It turns out that the learning model of the value of sig. 0.721 > 0.05, then H 0 is accepted. This means that learning outcomes of football playing skills are the same between students taught through tactical learning models and direct learning models that have high motor ability. Based on the calculation results, the average score of motor ability is high taught with tactical learning models is smaller than the average who are taught with a direct learning model with grades A1B1>A2B1 with grades of 202.68>186.94. The research hypothesis states that there is a difference in influence between tactical and direct learning models has been proven. Based on the results of the calculation and analysis of variance regarding differences in learning outcomes of football skills in students with low motor ability between those who use tactical learning models and those who use direct learning models.

It is known that the learning model values sig. 0.873 > 0.05, then H 0 is accepted. This means that learning outcomes of football playing skills are the same between students taught through tactical learning models and direct learning models with low motor abilities. Based on the calculation results, it turns out that the average score of low motor ability taught through the tactical learning

model is higher than the average of students taught through the A1B2>A2B2 direct learning model with a value of 232.38>176.84; this means. The research hypothesis that states that there is a difference in influence between tactical learning models and direct learning models has been proven.

Discussion

Based on the results of the first hypothesis test of the tactical learning model and the direct learning model on football playing skills in Riau Province sports high school students, there are differences between the two models. This is evidenced based on the average assessment results of both learning models. The tactical learning model has a better improvement in football playing skills when compared to the live learning model. Based on statements. (Nathan, 2017; Hadiana et al., 2020)

Recent development in teaching as Teaching Games for Understanding (TGfU), is the dominant model across many parts of the world in teaching and coaching games; research about the comparison between the TGfU model and the Technical model is considered almost outdated or irreverent. This means that the latest development of the TGFU learning model is game learning for student understanding to become the dominant model in parts of the world regarding game teaching and coaching. Comparison between TGFU and SDT teaching considered outdated

Then next to the second hypothesis of tactical learning models and motor ability on football playing skills. Based on the data results, the tactical learning model with high motor ability has a lower value than the tactical learning model with low motor ability in football skills. Based on statements based on many anecdotal observations, Malaysian coaches‟ and school teachers fancied the technical model of coaching via demonstration, command, skill drills, and practice styles. As a result, elite school and senior hockey players seem to be performing poorly, comparing more advanced country‟s players who have better and sound performance in terms of speed and accuracy executing skills, cardiovascular fitness, power and better, ball control, decision making on "what to do and how to do.‟ This means that based on the observations of school coaches and teachers in Malaysia, technical learning models that are demonstration, command, skill, and practice make hockey players in schools perform poorly in terms of speed, accuracy, fitness, and strength.

Moreover, in terms of ball control decision-making, players are capable of making good decisions. This is also in line with the direct learning model, which is more command and demonstration. (Sukardi, 2022) Direct learning is designed to develop student's learning about procedural and structured knowledge that is learned step by step to achieve learners' competency learning outcomes.

Based on this, the direct learning model emphasizes demonstrating commanding football skill activities. Then on the third

hypothesis, the learning model and low motor ability of football playing skills. The tactical learning model emphasizes football playing skills. In tactical learning, models with low motor ability based on data are better than tactical learning models that have high motor ability. This is because students have yet to improve their technical skills. The emphasis needs to be done because, according to this study, the level of children's movement ability influences the movement learning process, especially the mastery of basic skills (skills) of soccer games. So that movement learning activities in sports skills training activities can achieve the target.

Furthermore, in the fourth hypothesis, the direct learning model with low motor ability on football playing skills. After data analysis, the score of the direct learning model with low motor ability has a low value, meaning that the direct learning model is unsuitable for students with low motor ability.

CONCLUSSION

Based on the results of data processing that has been carried out, the following conclusions can be drawn: 1) The Tactical Learning Model is better than the direct learning model of football playing skills in Riau Province Sports High School students; 2) There is an interaction between the learning model and motor ability on the learning outcomes of football playing skills in high school sports students of Riau Province; 3) The direct learning model has a better influence on the learning outcomes of football playing skills in students with high motor ability than the tactical learning model; 4) The tactical learning model better influences the learning outcomes of football playing skills in students with low motor ability.

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