

Motivation Learning of Football : Application of Small Sided Games

Gatot Darmawan^{1(*)}, Mochamad Ridwan², and Yonny Herdyanto³

^{1,2,3} Universitas Negeri Surabaya, Surabaya, Indonesia,

^{1,2} Dep. of Sport Education, Universitas Negeri Surabaya, Surabaya, Indonesia,

³ Dep. Of Sport Coaching Education, Universitas Negeri Surabaya, Surabaya, Indonesia,

(*)✉ gatotdarmawan@unesa.ac.id

Abstract

The objectives of research : (1) the effect of small sided games with the motivation of students to take part in football learning. (2) Female student's motivation in football learning. The sample in this study included an experimental group consisting of 18 female students from class XI IPS 1, and a control group consisting of 23 female students from class XI IPA 7 who were randomly selected from high school class XI 2018 students. Data were analyzed using the SPSS program. From the data obtained the average value of motivation from the experimental group at pretest was 143.0 and increased at the posttest of 151.7 with a percentage of 6.08%. Whereas in the control group the average value of motivation was obtained at pretest of 131.6 and increased at posttest at 136.6 with a percentage of 3.79%.

Keywords: physical education, motivation, football, dribbling, small sided games.

Introduction

Education has an important role in life that must be fulfilled by every human being to achieve goals determined by the government and personally. "In order for education make individuals to reach their goals, it should be based on experience and it should establish a personal connection between the individual and the subject of learning." (Altun and Atasoy, 2019). Achievement of education can be optimal must be based on a learning process that is creative, effective, and innovative to adapt to the skills and experience of students. To achieve creative learning in this case the role of the teacher is very important in delivering the material in accordance with the syllabus with various applications of learning that make students enthusiastic and have high motivation in learning. "in the present study, teaching skills are used as a term to describe teachers' systematic work with grading according to a criterion-referenced syllabus." (Bertills, et al 2018). The learning process in each school is different. However, the existing problems must be found a solution so that the learning objectives can be achieved properly. Learning is an interaction between teacher and student. "Teaching style and the interaction between a teacher and student may have both a positive and negative impact on student health and academic achievement." (Gustafsson et al. 2010). There are several things that cause learning not to be carried out optimally at school, one of which is the means. For PE teachers this is a challenge that must be solved so that the knowledge transfer process continues.

Therefore teachers must be smart to apply strategies, methods, models or learning approaches. One approach that is said to be suitable is small sided games. Where this approach can be used for learning physical education that does not require large and complete facilities. Small-sided games (SSGs) are played on reduced pitch areas, often using modified rules and involving a smaller number of players than traditional football. These games are less structured than traditional fitness training methods but are very popular training drills for players of all ages and levels (Hill-Haas, S. V., Dawson, B., Impellizzeri, F. M., & Coutts, A. J. (2011).

Learning is a condition in which there is a reciprocal interaction between teacher and students or can be said by sharing knowledge between teachers and students. A learning in the current curriculum is not justified if students only passively listen and accept, the teacher explains all the

material but students in the current curriculum are currently required to play an active role in learning so students can get the output expected by the community. Teachers make instructional decisions by planning a lesson, a unit of instruction, and a curriculum. Then, they implement the plan and take actions to help students learn the material. (Silverman, Stephen and Mercier, 2015). The various material taught is packaged in a subject, in stages in accordance with the level of education, so that the material given through subjects has their respective levels when taught by the teacher. One of them is Physical Education in Sport and Health (PJOK). PJOK learning is a potential that results in many students doing physical activity. To produce student activities, student motivation is the main thing that must be achieved early. Thus, giving PJOK can be useful to explore individual level changes. Young people in PE are often engaged in achievement activities over a period of time, and there is the potential for change in their motivation to occur. Thus, PE would appear to be a particularly fruitful setting for exploring individual-level change. (Warburton and Spray, 2017)

Physical Education Sport and Health is a process of physical activity that is applied through learning that refers to material that has been determined and carried out systematically and can occur in the classroom and is dominant outside the classroom. Learning that is dominant outside this class is quite a favorite of students, where learning is not boring. Not stopping in the favorite PJOK learning students is also the only learning that indirectly supports other learning where the PJOK can make students have a healthy and fit body so that when they do activities and follow other learning they are also always healthy and stay excited. Physical education benefits the whole person including the mind, body and spirit (Ryan & Poirier, 2012). With this, it is expected that physical education in schools can be carried out in accordance with the existing rules and curriculum, so that students can become students who are physically and spiritually healthy and have knowledge that is in accordance with what is taught. The material in PJOK is football. Games that use ball, goal and players totaling 11 people including the goalkeeper. Football games played on a fairly large field require high stamina and endurance because players have to run throughout the game. Players who play football games also need a good coordination and trust between friends for the same purpose - victory by scoring as many goals as possible. Success in this game can be achieved if there is a teacher who has the competence and knowledge in managing the pattern of the game to be given. "A football team consists of 11 individuals, all of which must undertake specific roles and associated functions in each specific position in order to make a successful team. Although, players and coaches have a universal knowledge of which technical components are required in order to play in each position there is very little research to reinforce these concepts." (Hughes, et al 2012)

The football game of a player will not be maximal if it only relies on speed and physical fitness without learning the basic techniques that exist in football games. fundamental techniques such as passing, dribbling, heading, shooting are very important for all players, and in playing football all players must develop and continue to perfect all the basic techniques in the game of football. "It was reported that when young players participated in three-a-side games they had more opportunities to perform skills such as dribbling, passing and shooting compared with participation in five-a-side games." (Katis and Eleftherios, 2009). The learning process of physical education in sports and health in large ball material, namely football, there are many learning models that can be used as support by PJOK teachers in teaching, so students are not easily fed up with receiving the given learning and are more enthusiastic in participating in PJOK learning. One of the learning approaches used in PJOK's learning is small sided games. Small sided games or commonly abbreviated as SSG is a game where players do their sports in smaller space settings and with a reduced number of players, which can be more relevant when assessing competencies and choosing athletes to see further player talent. "Small-sided games, where players perform their sport within a smaller spatial setting and with a reduced number of players, are becoming more relevant when assessing competence and selecting athletes for further talent promotion." (Reinders, et al (2018).

The scope of the school, especially in the learning process of PJOK, the task of a teacher is to foster physical fitness, in which in the field of assignments, roles, and functions a teacher is to provide effective, innovative, and creative learning by using learning models that are as high as students

learning PJOK always have the motivation to follow sub-learning material and also can improve the skills students have. And to increase student learning motivation is a goal that must be completed by physical education teachers. As stated by Jiang and Jia (2018), “PE teachers therefore should actively establish supportive learning environment, well apply the confident, optimistic, and sincere personality traits to arouse students’ passion for physical education, and timely and actively concern about and instruct students so as to have students perceive the teacher’s efforts and enhance students’ learning motivation for physical education.”

Method

The method in this study is to use a type of quasi-experimental research with a quantitative approach (quasi experiment). Quasy experiment aims to examine the causal relationship that displays one or more groups (Mahardika, 2015: 201). The research design used was One Group Pretest-posttest Design, which in this study was given a pretest test before being given treatment and the final test (posttest) after being treated. The population in this study were all female students of class XI SMA 11 Surabaya, the sample chosen was class XI IPS 3 with a total of 18 female students using cluster random technique. The purpose of this study was to determine student motivation by giving treatment. Motivational questionnaire instruments participated in football lessons totaling 40 items with validity test results = 0.323 - 0.789 and reliability test = 0.952.

Result and Discussion

The result from XI IPS 3 class student motivation, the following data were obtained:

Table 1. Distribution of Pretest Data and Posttest

Variable	N	Tes	Mean	Varian	SD	Min	Max
Motivation	18	Pre	143,0	216,6	14,7	122,0	181,0
		Post	151,7	70,8	8,4	136,0	170,0

Based on table 1, it can be seen that the distribution of data motivates the implementation of the experimental small-sided games group. In the realm of pretest motivation, the mean value is 143. The value of variance is the standard deviation value of 14.7, the lowest value of 122 and the highest value of 181. In the realm of motivation posture value taking has a mean value of 151.7 variant value of the standard deviation value of 8.4 the lowest value of 136 and the highest value of 170.

Table 2. Normality Test for Pretest and Posttest Data

Variable	N	Tes	Mean	Varian	SD	Min	Max
Motivation	23	Pre	131,6	106,4	11,4	107,0	162,0
		Post	136,6	181,0	13,5	117,0	168,0

Based on table 2, it can be seen that the motivational distribution of the implementation of the small sided games control group in the pretest motivational domain has a mean value of 131.6 variant values of the standard deviation value of 11.4 the lowest value of 107 and the highest value of 162. In the posttest domain motivation has a mean value of 136.6 variant values of the standard deviation value of 13.5 the lowest value of 117 and the highest value of 168.

Table 3. Pretest-Posttest Different Normality Test

Variable	Test	Mean	Difference	Enhancement	T	Sig
Motivation	Pre	143,0	8,7	6,08%	T – 2,83	0,012
	Post	151,7				

Based on table 3 different tests of normality in this study using parametric, namely Paired Sample Test and to determine the magnitude of the influence of the application of the small sided games model calculated by the difference between the results of pretest and posttest divided by the average pretest results multiplied by 100%, with the results as the following, the pretest value was 143 and increased to 151.7 with a difference between pretest and posttest as much as 8.7 with a percentage increase of 6.08%.

Reference

- Altun, Meryem, and Atasoy, Murat. 2019. The Effect of Various Local Dances on Prospective Physical Education Teachers' Attitudes towards the Folk Dance Course. *International Journal of Higher Education*.
- Bertills, Karin, Granlund, Mats, Dahlström, Örjan and Augustine, Lilly. 2018. Relationships between physical education (PE) teaching and student self-efficacy, aptitude to participate in PE and functional skills: with a special focus on students with disabilities.
- Gustafsson, J.-E., M. Allodi Westling, B. Alin Åkerman, C. Eriksson, L. Eriksson, S. Fischbein, M. Granlund, et al. 2010. School, Learning and Mental Health: A Systematic Review. Stockholm: The Royal Swedish Academy of Sciences.
- Hill-Haas, S. V., Dawson, B., Impellizzeri, F. M., & Coutts, A. J. (2011). Physiology of small-sided games training in football. *Sports medicine*, 41(3), 199-220.
- Hughes, Michael, James, Nic, Redwood-Brown, Athalie, Donnelly, Ian, Kirkbride, Anthony And Duschene, Christophe. 2012. Moneyball and football - an analysis of the key performance indicators of elite male football players by position. *Journal of Human Sport & Exercise*. Volume 7. Issue 22.
- Jiang, Zheng, and Jia, Zhen-Rong. 2018. Effects of Physical Education Teachers' Leadership Styles and Classroom Climate on Learning Motivation for Basketball Course. *EURASIA Journal of Mathematics, Science and Technology Education*. 14(4):1351-1357
- Katis, Athanasios and Kellis, Eleftherios. 2009. Effects of small-sided games on physical conditioning and performance in young football players. *Journal of Sports Science and Medicine*. Volume 8, 374-380.
- Mahardika, I Made Sriundy. 2015. Metodologi Penelitian. Surabaya: Unesa University Press
- Ryan, Thomas & Poirier Yves, 2012. *International Journal of Instruction*. Secondary Physical Education Avoidance and Gender: Problems and Antidotes. Vol. 5 No. 2.
- Silverman, Stephen and Mercier, Kevin Mercier. 2015. Teaching for physical literacy: Implications to instructional design and PETE. *Journal of Sport and Health Science* 4.No.150-155.
- Warburton, Victoria E and Spray, Christopher M. 2017. Individual-level change in achievement goals in physical education. *International Journal of Research Studies in Education*. Volume 6 Number 1, 75-90.