

# Effect of Style Teaching and Learning Outcomes Minatterhadap Passingdalam Game Soccer

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**Abstract**— Between students who are taught to use the reciprocal teaching styles and teaching styles inclusions. The study consists of two independent variables (independent variable), namely: (1) the teaching style of reciprocity and teaching styles inclusion as independent variables manipulative, and (2) Interest as an independent variable attributes (variables moderator) which is divided into a high interest and interest low , Meanwhile, passing in a football game in this study as the dependent variable (dependent variable). The design study is an experiment by level 2 x 2 The research was conducted in SMP Negeri 2 Galang. Stages of this research includes gathering data about their interests, the implementation of teaching style treatment, and collection of data on learning outcomes passing in a football game. The application of the treatment time teaching style (inclusion and reciprocal) for 4 weeks. With as much research time of 4 meetings. This study was conducted in February 2019 s / d in March 2019. The sampling technique in this study using cluster sampling in order to obtain each group totaled 10 students. The results of this research are: 1) Based on the results of analysis of variance on a list of attachments, on the level of  $\alpha = 0.05$ , obtained  $F_h > F_t$  namely  $57.40 > 4.04$ . So it can be concluded overall that there are differences in learning outcomes passing in a football game between teaching styles and teaching styles reciprocal inclusion. 2) Based on the analysis of variance on the attachment, paa level of  $\alpha = 0.05$ , obtained  $F_h > F_t$  namely  $17.47 > 4.06$ . So it can be concluded overall that there is an interaction between teaching styles with interest in learning the learning outcomes of passing in the game of football. 3) This was followed by the Tukey test in group A2B2 and A1B2 where  $Q_h = 75$  and  $Q_t = 2,92$  and based on these results it can be concluded that reciprocal teaching style style is better than the inclusion of teaching style on learning outcomes in the material passing football in the group of low student interest in learning. 4) Then followed by Tukey test in group A1B1 and A2B1 where  $Q_h = 23.33$  and  $Q_t = 2,92$  and based on these results it can be concluded that inclusion teaching style is better than the reciprocal style to the learning outcomes on the material passing football in the group of high student interest in learning.

**Keywords:** *style of teaching, learning and football interests*

## I. INTRODUCTION

Physical education according to [1] is the phase of the overall educational program that contributes, particularly through the experience of motion, for growth and development as a whole for each child. Physical education is defined as education and through movement and should be implemented with appropriate ways that have meaning for children. Physical education is a learning program that provides a proportional and adequate attention to the domains of learning, ie psychomotor, cognitive, and affective.

In a soccer game, a football player must master the basic techniques of soccer bet correctly. Basic techniques of playing football consists of kicking techniques, techniques to hold the ball, technique ball, technique feinting, the technique of motion ball, technique grabs the ball, techniques throws into, engineering keeping wicket, further Sucipto states, according [2] "some basic techniques that need to be owned soccer player is kicking (kicking), stop (stopping), passing (passing), heading (heading), rob (tackles), throws into (thow-in), and keep the goal (goal keeping) ".

Improved learning outcomes passing the material is very necessary role of teachers who provide a stimulus to the students through a teaching style that is applied by physical education teachers, due to the application of teaching style greatly affect student learning outcomes. The inclusion of teaching style is to understand how to choose tasks or activities that can be displayed and provide a challenge to evaluate their own work. In this case the determination of the level of ability is determined by the learners concerned. Given the level of capabilities possessed diverse learners and as a consequence of granting the freedom for students to decide for themselves on the stage where he would study hard, then the implementation of this model requires the completeness and adequacy of facilities and infrastructure [5-7]. The same task is designed to use a different difficulty level. Students determine the lowest level of their duties and continue on the next level. Then the reciprocal teaching style in which this style has certain

characteristics, namely social interaction, receive, and provide immediate feedback. In reciprocal fashion anatomy, the teacher's role is to make all of the subject matter, decision criteria, and Logisticals and provide feedback to the observer [8,9].

Great interest influence on learning activities. Students who are interested in physical education will study physical education in earnest as studious, feel happy to follow the presentation of physical education lessons, and did not even feel tired when the teacher gives a fairly strenuous physical activity. Interest is closely linked to motivation. Likewise, if the material passing in a football game there is interest in student learning, then students will show a positive attitude in the implementation of learning passing.

**II. METHOD**

The research was conducted in SMP Negeri 2 Galang. Stages of this research includes gathering data about their interests, the implementation of teaching style treatment, and collection of data on learning outcomes passing in a football game. Implementation of teaching style treatment (inclusion and reciprocal). The application of the treatment time teaching style (inclusion and reciprocal) for 4 weeks. With as much research time of 4 meetings. This study was conducted in February 2019 s / d in March 2019.

*A. Data Source*

The target population in this study were students of SMP Negeri 2 Galang. Meanwhile, the population of inaccessibility is the student / Junior High School eighth-grader 2 Galang consisting of 5 classes and totaled 198 students.

TABLE I. TOTAL POPULATION JUNIOR HIGH SCHOOL 2 CLASS VIII GALANG.

No.	Class	The number of students
1	VIII 1	40
2	VIII 2	40
3	VIII 3	42
4	VIII 4	38
5	VIII 5	38
total		198

Sampling was done by cluster sampling technique. Cluster Sampling is a technique of selecting a sample of groups of small units. Some clusters are then selected randomly as representative of the population, then all elements in the selected clusters serve as a sample.

In this study, researchers scrambles of 5 classes and selected class is class 4 and class VIII VIII 5 where each class numbered 38 students. The next step in every classroom experiments were carried out tests of interest to all members of the class. The test results of each class are arranged according to scores obtained from the highest value to lowest value. And the results of VIII class 4 and class 5 VIII in split with itself. After that sought average test results are ranked and then to assign students who have high interest and low interest carried out with reference to the procedure proposed by Frank M. [10-13] which selects 27% of the amount of data the highest score and 27 % the lowest score. Furthermore, 27% of the total score

highest data are classified in a group that has a high interest (B1),

TABLE II. SAMPLE GROUPING EXPERIMENTS

<b>This style of teaching (A)</b>	<b>inclusion (A1)</b>	<b>reciprocity (A2)</b>
<b>Interests (B)</b>		
Height (B1)	10	10
Low (B2)	10	10
Total	20	20

The study was conducted by using the experimental method. Experimental method is a research method that is used to look for the effect of treatment (treatment) certain [14-16]. In this study was to compare two different teaching styles, namely the inclusion of teaching styles and teaching styles with variable attributes reciprocal interest of students consisting of high interest and low interest.

*B. Research Methods*

*1) Research design.*

The research design is by level 2 x 2 with research there are three variables, namely one dependent variable and two independent variables. As the dependent variable (dependent variable) is the result of learning passing in a football game and two independent variables (independent variable) is a style of teaching and student interest.

Variable instructional treatment is divided into two, namely the inclusion of teaching styles (A1) and the reciprocal teaching style (A2). Variables that influence, namely high interest (B1) and a low interest (B2). The design by level 2 x 2 can be explained as the following table.

*2)Data collection technique.*

In accordance with the study design, then there are two kinds of data that should be collected, namely: (1) data on learning outcomes passing in a football game, and (2) data on student interests. To obtain data on learning outcomes in a football game passing and data interests of students then performed a test and measurement. To measure learning outcomes in a football game passing and interests of students then made a research instrument.

**III. RESULTS AND DISCUSSION**

The research was conducted in SMP Negeri 2 Galang. Stages of this research includes gathering data about their interests, the implementation of teaching style treatment, and collection of data on learning outcomes passing in a football game. Implementation of teaching style treatment (inclusion and reciprocal). The application of the treatment time teaching style (inclusion and reciprocal) for 4 weeks. With as much

research time of 4 meetings. This study was conducted in February 2019 s / d in March 2019.

TABLE III. RINGKASAN HASIL RESEARCH

Results of Research Data		
Teaching style Inclusion (A1)	Reciprocal Teaching Style (A2)	Interests (B)
A1B1	A2B1	A1A2B1 (High Interest)
$\sum X = 257$ $\sum X^2 = 6649$ $\bar{X} = 25,7$ SD = 2.21	$\sum X = 283$ $\sum X^2 = 8047$ $\bar{X} = 28,3$ SD = 2.05	$\sum X = 542$ $\sum X^2 = 14858$ $\bar{X} = 27,10$ SD = 2.98
A1B2	A2B2	A1A2B2 (Interests Low)
$\sum X = 195$ $\sum X^2 = 3845$ $\bar{X} = 19,5$ SD = 2.17	$\sum X = 285$ $\sum X^2 = 8209$ $\bar{X} = 28,5$ SD = 3.1	$\sum X = 480$ $\sum X^2 = 11805$ $\bar{X} = 24$ SD = 3.87
A1B1B2 (Teaching Style Inclusion)	A2B1B2 (Reciprocal Teaching Style)	
$\sum X = 452$ $\sum X^2 = 10494$ $\bar{X} = 22,60$ SD = 3.83	$\sum X = 568$ $\sum X^2 = 16256$ $\bar{X} = 28,40$ SD = 2.56	

The research design is by level 2 x 2 with research there are three variables, namely one dependent variable and two independent variables. As the dependent variable (dependent variable) is the result of learning passing in a football game and two independent variables (independent variable) is a style of teaching and student interest.

Variable instructional treatment is divided into two, namely the inclusion of teaching styles (A1) and the reciprocal teaching style (A2). Variables that influence, namely high interest (B1) and a low interest (B2). The following description of the data in this research:

- 1) *Testing Requirements Analysis*. Prior to analysis of variance (Anova), first tested the analysis requirements, namely (1) test for normality; and (2) test the homogeneity of the population.
- 2) *Testing Requirements Analysis*. Prior to analysis of variance (Anova), first tested the analysis requirements, namely (1) test for normality; and (2) test the homogeneity of the population.

**A. Normality test**

Normality test score outcomes learning passing done using Liliefors test at significant level = 0.05. Summary of sample normality test results can be seen in the table (list attached)

TABLE IV. SAMPLE NORMALITY TEST RESULTS SUMMARY

Group	N	Lo	Lt	Conclusion
A1B1	10	.0888	0242	NORMAL
A1B2	10	.1090	0242	NORMAL
A2B1	10	0.1357	0242	NORMAL
A2B2	10	0.0844	0242	NORMAL
A1B1B2	20	0.0764	0.173	NORMAL
A2B1B2	20	.1088	0.173	NORMAL
A1A2B1	20	.1100	0.173	NORMAL
A1A2B2	20	.1515	0.173	NORMAL

Based on the above table, Lo obtained for the entire sample group was smaller than Lt. It can be concluded that the samples come from populations with normal distribution. Then this result implies that the parametric statistical analysis can be used to test the hypothesis proposed in this study, so that the first condition for the test has been met.

**B. Test Homogeneity**

Test of homogeneity of variance for each group of data passing the learning outcomes of each treatment using Barlett test at significance level = 0.05.

**a. Homogeneity Test 4 Groups**

TABLE V. SUMMARY OF RESULTS HOMOGENEITY 4 GROUP

Group	N	X <sup>2</sup> <sub>h</sub>	X <sup>2</sup> <sub>t</sub>	Conclusion
A1B1	10	2.30	7.81	Homogeneous
A1B2	10			
A2B1	10			
A2B2	10			

**b. Homogeneity Test 2 group (A1B1B2 and A2B1B2)**

TABLE VI. SUMMARY OF RESULTS HOMOGENEITY 2 GROUPS (A1B1B2 AND A2B1B2)

Group	N	X <sup>2</sup> <sub>h</sub>	X <sup>2</sup> <sub>t</sub>	Conclusion
A1B1B2	20	3.15	3.84	Homogeneous
A2B1B2	20			

**c. Homogeneity Test 2 group (A1A2B1 and A1A2B2)**

TABLE VII. SUMMARY OF RESULTS HOMOGENEITY 2 GROUPS (A1A2B1 AND A1A2B2)

Group	N	X <sup>2</sup> <sub>h</sub>	X <sup>2</sup> <sub>t</sub>	Conclusion
A1A2B1	20	1.08	3.84	Homogeneous
A1A2B2	20			

#### IV. CONCLUSION

From the research hypothesis and discussion of the research results it can be concluded that:

There are differences in learning outcomes passing in a game of football that reciprocal teaching style is better than the inclusion of teaching styles.

There is no interaction between teaching style with passing interest in learning outcomes in a football game.

Students are taught by reciprocal teaching style with high interest better than students taught by a teaching style with the inclusion of high interest.

Students are taught by a teaching style inclusions with low interest better than students taught by reciprocal teaching style with low interest.

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