

# Development of the Football Game Passing Learning Model

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## ABSTRACT

This study aims to develop a passing learning model in the VIII grade junior high school soccer game. This study uses a development model. There are 10 steps in the development procedure including: (1) Potential and Problems (2) data collection (3) product design (4) product validation (5) design revision (6) product testing (7) product revision (8) testing use (9) product revision (10) mass product. This research is only at the product validation stage. The development of the passing model for the soccer game is validated by experts. This research resulted in 5 passing models, namely, the paired passing technique learning model, the passing technique model with the empty space movement of soccer games, the passing technique learning model with a combination of dribbling soccer games, the triangle passing technique learning model moving empty spaces, and the technical learning model. passing with backward and forward movements. The results of the validation obtained a percentage of 75% so that it was categorized as quite feasible and the validation of the soccer experts also got a percentage of 75% which was categorized as quite feasible, so the product draft was said to be quite feasible to become a product with revisions.

**Keywords:** *Profiles, Physical fitness, Harvard step test, Game passing learning.*

## 1. INTRODUCTION

Physical Education is a medium to encourage the development of motor skills, physical abilities, knowledge, reasoning, appreciation of values (attitudes-mental-emotional-spiritual-social) and habituation to a healthy lifestyle which leads to stimulating balanced growth and development, which is planned systematically in in order to achieve the goals of national education. The quality of education itself cannot be separated from the learning process and outcomes. In PE research, the focus has often been on the content (curriculum) and the teaching of the subject [1] where learning theories sometimes have the tentative function of providing guidance for curriculum development, curriculum models or teaching strategies (see, for example, [2]-[6]. There is however a strong and important tradition in PE research using critical sociocultural theories of, for example, Foucault and Bourdieu, or more gendered, racial, class or sexuality oriented approaches (for recent examples see: [7]-[12]. The educational process determines learning outcomes, therefore the educational process must be well designed in order to be able to increase maximum learning outcomes according to student needs. Researchers in

didactics, teaching and learning are sometimes criticised for limiting their focus of study to a context restricted by the walls of the classroom or gym [13]

Such learning outcomes are learning outcomes that have long-term dimensions that can equip students in life and lifelong learning, namely thinking skills, life skills, psychomotor, and of course the learning outcomes themselves. Learning Physical Education, Sports and Health in junior high schools has now become a concern of many circles. The obstacle in learning PE in schools is the lack of knowledge of PE teachers in implementing and developing appropriate models and methods in the teaching and learning process in junior secondary schools. In junior high school learning, students are expected to be given the freedom to explore and develop their talents and potential to support children's growth and development properly, students must be more active in the sense that they are given more space to find out their talents and potential.

Stated that there are five principles of teaching activities that can develop the potential of students, (1) learner-centered activities, (2) learning through doing, (3) develop intellectual, emotional, spiritual, and social

intelligence, (4) lifelong learning, (5) independent learning and learning to work together. The 2013 curriculum puts more emphasis on character education, especially at the basic level, which will form the foundation for the next level. Through the development of the 2013 curriculum which is character-based and competency-based, it is hoped that this nation will become a dignified nation, and its people will have added value, as well as a selling value that can compete with other countries. In Junior High School PJOK lessons, one of the chapters is the big ball game and one of the materials is volleyball games, so what is done in this study is to conduct an initial study of the content of the 2013 Curriculum and to make field observations in several junior high schools to find out more about the existing problems. Based on the observations of researchers supported by sports teachers at Junior High School N0 1 Palembang, there are several deficiencies in the learning process of passing soccer games which have a negative effect on achieving the desired results. The results of the observations show that: (1) students tend to be bored and less active in participating in learning, (2) students do not understand the purpose of learning, (3) students do not master the correct movement techniques, (4) students do not enjoy the learning process (5) students feel bored and cannot interpret the benefits of the learning. The explanation above is also supported by the average score of students in passing technique skills, there are still many students who get a score of 70 or even 50. Based on the description above, it is deemed necessary to improve creativity and innovation in the learning process of sports and health, especially in game passing material. soccer. Starting from the above opinion, the authors are very interested in conducting research with the title: "Development of Learning Model Techniques Passing Football Games in Junior High School Students"

## 2. METHODS

This study uses a development model. Research and Development is a research that is used to produce new products [14]. The development procedure can be defined as the steps of a research or process to develop a particular product. According to Sogiyono, there are 10 steps in the development procedure including: (1) Potential and Problems (2) data collection (3) product design (4) product validation (5) design revision (6) product testing (7) product revision (8) testing use (9) product revision (10) mass product. This research is only at the product validation stage. The development of the passing model for the soccer game is validated by

experts in their fields, namely an expert in PJOK and an expert in soccer games. The instrument used for experts is a questionnaire about the draft product to be developed. Data will be collected using quantitative analysis techniques where the results of expert judgment are in the form of a percentage of the assessment results.

## 3. RESULT AND DISCUSSION

The initial step of this research is needs analysis, this step is carried out to find out the problems that occur in the field related to the passing development model of the soccer game. At school and learning especially soccer game material, the number of hours used in PJOK learning is 3 hours, of which 1 hours is 40 minutes. According to the results of observations at SMP Negeri 1, the implementation of learning was less than optimal due to the lack of variation in teaching and learning of PJOK teachers and the model used was only one to 2 learning models. Based on this fact, a passing learning model in soccer games will be developed which can improve the varied learning models of PE teachers so that with the variety of teachers in teaching, it is expected that the learning outcomes of class VIII students, especially passing material can be improved, after further needs analysis is carried out. making a draft of the product, which has been made based on the analysis of junior high school student characteristics, motor development, and existing learning techniques, after the initial draft of the product has been made the next is the expert validation process.

Based on the results of the PE expert assessment who became the validator in this development research, Nanda Okta Permana A.S, M.Pd. is a PE teacher who has experience in his field. In the first stage of validation, the percentage obtained is 75%, thus it can be stated that according to the PE experts, in the first validation stage the development of soccer learning passing from the aspects of sports and health physical education gets the category "Quite worthy".

Based on the results of this assessment, PE experts provide recommendations for adding physical education learning material in the soccer game learning book, especially material on basic passing techniques, findings from this research provide valuable information in relation to the learning outcomes produced by different teaching approaches during an investigation high in ecological validity [15].

The Tabel 1 describes the results of the validation from physical education teachers and soccer experts

**Table.1** Validation of physical education teachers

| No | Rated aspect   | Assessment |   |   |   | Information    |
|----|--|------------|---|---|---|----------------|
|    |  | 1          | 2 | 3 | 4 |                |
| 1  | Core competencies and basic competencies are suitable for learning soccer for VIII grade junior high school students |            |   |   | √ |                |
| 2  | The facilities used in learning are correct  |            | √ |   |   |                |
| 3  | The learning model developed is very appropriate for the characteristics of class VIII junior high school students   |            |   | √ |   | Needs revision |
| 4  | The passing learning model developed can be used by all male and female students                                     |            |   | √ |   |                |
| 5  | The passing learning model is easy for students to implement   |            |   | √ |   |                |
| 6  | The tools used in model development are safe to use  |            | √ |   |   | Needs revision |
| 7  | The model developed has a movement that is suitable for passing  |            |   | √ |   |                |
| 8  | The learning model encourages students to be active in learning  |            |   | √ |   | Needs revision |
| 9  | Learning models can enhance cooperation  |            |   | √ |   |                |
| 10 | The learning steps are clear   |            |   |   | √ |                |

**Table 2.** Football game expert validation sheet "development of a learning model of passing the football game"

| No | Rated aspect   | Assessment |   |   |   | Information    |
|----|--|------------|---|---|---|----------------|
|    |  | 1          | 2 | 3 | 4 |                |
| 1  | The passing learning model developed can improve the passing skills of the soccer game                         |            |   |   | √ |                |
| 2  | Development of a soccer game passing learning model  |            |   | √ |   |                |
| 3  | Development of a learning model for the passing technique with an empty space for soccer games                 |            |   | √ |   |                |
| 4  | Development of learning models for the technique of passing and controlling soccer balls                       |            | √ |   |   | Needs revision |
| 5  | Development of a learning model of moving triangle passing techniques into empty spaces for soccer games       |            |   | √ |   |                |
| 6  | Development of learning models of passing techniques with backward and forward movements                       |            | √ |   |   |                |
| 7  | The lower passing learning model can support the physical development of grade VII junior high school students |            |   | √ |   |                |
| 8  | passing learning model can increase cooperation between students   |            |   | √ |   |                |
| 9  | Learning models can increase student motivation in learning  |            |   | √ |   |                |
| 10 | Safe learning model in learning activities   |            |   |   | √ |                |

**Table 3.** Results of the expert validation assessment of football games "development of a soccer game passing learning model"

| No | No ex | Statement Number |   |   |   |   |   |   |   |   |    | Σ  | Maxim um value | Percentage (%) |
|----|-------|------------------|---|---|---|---|---|---|---|---|----|----|----------------|----------------|
|    |       | 1                | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |                |                |
| 1  | 1     | 4                | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 4  | 30 | 40             | 75%            |

**Table 4.** Results of expert validation assessment of the material "development of the passing model of the football game"

| No | No ex | Statement Number |   |   |   |   |   |   |   |   |    | Σ  | Maxim um value | Percentage (%) |
|----|-------|------------------|---|---|---|---|---|---|---|---|----|----|----------------|----------------|
|    |       | 1                | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |    |                |                |
| 1  | 1     | 4                | 3 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 4  | 30 | 40             | 75%            |

According to can be concluded that the development of a football game modification book is in a good category and can be used as an alternative reference media in learning football games for sports and health physical education teachers [17]. Only systematic training with a quality soccer physical training program developed rationally by players with the consideration of individual profiles and physical readiness model parameters can provide for the efficient development of adaptation processes and physical qualities. Based on the results of previous research related to the development of a pocket book of football games for elementary school students developed by [18] the material is related to the understanding, history and basic techniques of playing football , model describing the position-dependent ball-passing network in football (soccer) games. In this network, a player in a certain area in a divided field is a node, and a pass between two nodes corresponds to an edge [19] and finally, a systematic analysis provides a functional understanding of knowledge that will help improve the performance of players and choose the most appropriate response within the circumstances of the game [20].

Movement skills are closely tied to the training and experience of the individual concerned. Learning specific movements is influenced by various forms of exercise, experience, or learning situations on human motion. Based on this theory, it is necessary to revise service movements so that students can easily understand and carry out movements properly. The validation obtained from the expert states that the product draft developed in the form model passing model is in the fairly decent and feasible category, so it can be said that a product so that small-scale trials can be done

**4. CONCLUSION**

This research produces a product in the form of a learning model of passing techniques in soccer games. The results of research on expert validation obtained an assessment of 75% of PJOK experts and 75% of soccer game experts, so the product was said to be "Fairly Feasible". In this study, 5 learning models of passing techniques were produced, namely paired passing techniques, passing technique models with empty space

movements of soccer games, learning models of passing techniques with a combination of dribbling soccer games, learning models of moving empty space moving triangle passing techniques, and technical learning models. passing with backward and forward movements

**AUTHORS' CONTRIBUTIONS**

The authors of this study contributed to all parts of the research analysis and article writing.

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