

Learning Methods and Motivation Towards Learning Outcomes of Soccer Games

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ABSTRACT

This research is motivated by the results of a survey conducted at school showing that students who play soccer still have a lot of low playing football skills. Both in terms of dribbling, passing, shooting, ball control. The role of motivation in learning can be likened to fuel to move students so that they are adequate and encourage students to learn seriously so that the expected goals can be achieved. This study uses an experimental research method with a 3x2 factorial design. The sampling technique in this study used purposive sampling technique, the research sample amounted to 72 people. The instruments used were heading, passing, dribbling, and shooting skills. The results of the study show that the TGT type of Cooperative method is better in improving the results of football skills compared to the STAD and Jigsaw methods. It is recommended to improve soccer skills at the Senior High School level to use the TGT type Cooperative method.

Keywords: TGT, jigsaw, STAD, skills, soccer

1. INTRODUCTION

One of the requirements to be able to play soccer well is that players must be equipped with good basic skills because players who have good basic skills are likely to be able to play soccer well. This is as stated by Aristotle Gioldasis at all. *Soccer is not just who runs the fastest, who is the strongest or who is the most aggressive. Physical, technical, tactical and mental skills discriminate soccer players by competitive level*[1]. Education is a very important factor in one's life because through education a person can increase intelligence, skills, develop self-potential, and can form a responsible, intelligent, and creative person. Physical education is essentially an educational process that utilizes physical activity to produce changes *holistic* in quality of life. This is in line with what was stated by [2] *"The universal physical education curriculum" imperative "includes fostering healthy lifestyle behaviors, general psycho-social, cultural and moral attitudes in children and adolescent"*.

Learning is a purposeful activity. This goal must be in line with the objectives of student learning. The aim of student learning is to achieve optimal development, which includes: cognitive, affective, and psychomotor aspects. Thus, the learning goal is that students achieve optimal development in all three aspects. Learning objectives as stated by Paolini, 2015 *"Learning outcomes describe the measurable skills,*

abilities, knowledge, or values that students should have amassed upon finishing a program"[3].

Implementation of Physical Education learning in schools, still tends to use traditional learning approaches, because most Physical Education teachers tend to use traditional learning approaches by emphasizing mastery of basic techniques, and are oriented towards technical skills in playing various branches of sports. This approach is carried out like the sports training approach, in this approach the teacher determines his teaching assignments to students through physical activities like the training of a sport. Such conditions result in the non-optimal teaching function of Physical Education as a medium of education in the context of full personal development. Physical Education Learning actually provides a meaningful learning and stimulates students to think critically and capture the meaning of the activities carried out in Physical Education learning.

2. REVIEW OF LITERATURE

According to the Cooperative TGT type is a type of cooperative learning that involves collaboration between students in small groups, where students are encouraged to help each other to complete the given task. Salvin said that the Teams Games Tournament (TGT) type of cooperative learning method generally involves group work so that they can study hard to learn or solve problems, so that the TGT type of cooperative

learning method is very supportive in the process of achieving optimal learning outcomes [4] TGT type Cooperative learning method "is one type of cooperative learning that is a learning method that involves small groups that are heterogeneous and students work together to achieve joint academic goals". The existence of togetherness, mutual assistance between group friends, and respect for other groups, is expected to improve student sportsmanship.

Jigsaw type Cooperative learning method is one type of cooperative learning in which learning through the use of small groups of students who work together in maximizing learning conditions to achieve learning objectives and get the maximum learning experience, both individual experience and group experience. This type of Jigsaw cooperative learning each student becomes a member of 2 groups, namely members of the original group and members of the expert group. The origin group members consist of 3-5 students whose members are given a head number 1-5. The same head number in the original group gathered in a group called the expert group. Jigsaw activities are teaching practices where students are responsible for learning the material and teaching it to other students [5].

The STAD cooperative type is "one of the simplest cooperative learning methods, and is the best capital for starters for teachers who are just using a cooperative approach" [4]. There are several stages in implementing Cooperative STAD implementation. 1) Preparation 2) Divide students into teams 3) Determine the initial score and 4) Build a team.

STAD or often referred to as Student Teams-Achievement Divisions, is a collaborative learning model that consists of small groups based on the ability of students who are tiered with the aim of achieving one goal in the learning process. The STAD learning model was composed by Salvin and friends. In the STAD learning model arranged by mixing gender, ethnicity, where in a group consisting of six or five members [6]. The sequence in learning begins with a teacher presenting the learning objectives to be achieved, the team that has been formed will work together so that all members can master the material provided by the teacher. At the end of learning students take a quiz on the material provided by the teacher, so students will help one another [7].

According to [8] mention *Motivation in science learning includes intrinsic motivation, extrinsic motivation, task value or relevance, control of learning beliefs and determination, self-efficacy, and test anxiety.* Motivating students to take part in learning physical education is to foster an inner urge of children to love physical education. According to Suherman, 2009 "there are three keys in motivating students in the

physical education learning process, namely: 1) Success-oriented. 2) Motivate intrinsically. 3) In accordance with the level of development "[9]. A teacher must create a learning environment that motivates students to learn optimally, a teacher must provide stimulation so that motivation in students arises and a teacher must be able to create learning activities that can reflect various differences in ability and age of students, thus encouraging students to work hard and students remain active learning.

The basic skills of soccer are the actions that are needed to do a soccer game. A technique always develops in accordance with the goals and regulations of the sport, where the higher the requirements. Techniques in football are actions that are used so that students understand and can participate fully in the match. Starting the process of learning soccer should begin by teaching students the various soccer technique skills needed to deal with conditions that emerge in an actual match. The game of football every team must be able to master the ball to score against the opponent. Every student to master the ball must have skills in soccer games. These skills are mainly towards the basic techniques of playing soccer. Basic skills should receive attention at an early level, and teaching continues. Skills are the basis of a person's ability to complete one's tasks or work. While according to Guthrie in Schmidt & Lee states "*the ability to bring about some end results with maximum certainty and minimum outlay of energy, or of time and energy*"[10].

3. METHODOLOGY

This study uses an experimental research method with 3x2 factorial design and analysis of variance (Anava) techniques. The population in this study were students of class VII SMA Negeri 7 Jambi. The sampling technique in this study used the technique *purposive sampling*. To determine high and low score categories in 133 affordable populations is done by dividing the sample by percentage techniques (*post hoc blocking*). The intended percentage technique is to assign 27% of the group the highest score and 27% of the group the lowest score for each group. Based on Verducci's opinion, 27% of the upper class and 27% of the lower class, the top rank was 36 people with a high motivation category, and the lowest rank was 36 people with a low motivation category so that the sample taken was 72 students [11]. The instrument used is the skill in football, namely *heading, passing, dribbling, and shooting*.

4. CONCLUSION

Based on the calculation results obtained as follows:

TABLE I. Results of calculation of learning outcomes

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected model	2271.359 ^a	5	454.272	1,229	.035
Intercept	2926945,768 7921,253 .000	1			.008
Model	189,963 .514 .040	2			.025
Motivation	1866,911.028	1		5,052	.011
Model * Motivation	12,262 .033 .017	2			.023
Error	24387.356	66	369.505		
Total	2953604.483	72			
Corrected Total	26658,715	71			

Effect of All Independent Variables (Model, Motivation and Interaction of the model with motivation or "Model * Motivation") together on the dependent variable (Football Learning Outcomes) shows a significant value, this is seen with a significance value of 0.028. The value of the change in the dependent variable without the need to be influenced by the existence of the independent variable, meaning that without the influence of the independent variable, the dependent variable can change the value of the calculation result shows that the significance value of 0,000 means a significant intercept. The effect of the learning model on soccer learning outcomes in the learning model results of the calculation shows the results of 0.040 means the learning model has a significant effect on the learning outcomes of soccer games. soccer learning outcomes. Motivational interaction, learning models of learning outcomes in soccer games show the significance value of 0.017 means the learning model has a significant effect.

The TGT type of cooperative learning model (*Team Games Tournament*) is considered very interesting because students explore more the potential within students and their students' interests are striving because this learning model does not distinguish between student status and gender and fosters a sense of responsibility and confidence towards friends another.

TGT type of cooperative learning model is a model that is very appropriate to be applied in teaching and learning activities in class. The learning process using the TGT type of cooperative learning model

teachers can arouse students' interest in learning in teaching and learning activities in the classroom and in the field, so that it affects the aspects of knowledge and skills of students, especially in aspects of knowledge. Students can convey their ideas or ideas, and solve various problems from different points of view and then find the best solution. Therefore, the TGT type of cooperative learning model becomes an active and effective learning model applied in improving learning outcomes.

Teams Tournament type of learning model is one type or cooperative learning model that is easy to implement, involves the activities of all students without statutory differences, involves the role of students as peer tutors and contains elements of the game. Learning models that can create comfortable and enjoyable learning will greatly affect student interest in learning.

The learning model of Team Games Tournament (TGT) is one type or model of cooperative learning that is easy to apply, involves the activities of all students without any difference in status, involves the role of students as peer tutors and contains elements of play and reinforcement. This is in accordance with the characteristics of senior high school school students who always want to play, and have more curiosity. When this learning model is implemented, students can indirectly increase student motivation and learning outcomes. Because students can learn to relax more, and can foster responsibility, honesty, cooperation, fair competition and learning involvement. In learning physical education, the teacher must master the material taught and how to convey it. How to deliver lessons is often also called a model or teaching style is an important factor to be considered by a teacher [12].

Jigsaw type cooperative learning models are the same as students working in groups twice, namely in their own groups and in expert groups. This learning model includes cooperative learning with the syntax as follows: Direction, information on teaching materials, for heterogeneous groups, provide teaching materials consisting of several sections according to many students in the group, each group member is assigned to discuss specific sections, each group of teaching materials is the same, create expert groups in accordance with the same teaching material so that cooperation and discussion occur, return to origin group, implementing tutorials on origin group by expert group members, inference and evaluation, reflection.

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