



The Effect of the Demonstration Method on the Ability to Dribble in Soccer Games at SMA Negeri 1 PASSI Students

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Abstract. The purpose of the study is to find out how much influence the demonstration teaching method has on the dribbling ability of the students of SMA N 1 Passi. The research method used by the researcher in this research is the experimental research method. The population in this study were all male students of SMA N 1 Passi and a sample of 20 people who were taken at random and then divided into two groups, 10 each in the experimental group and 10 people in the experimental group. The result of this research is an effect of the demonstration teaching method on increasing the ability to dribble in soccer games in SMA Negeri 1 Passi students.

Keywords: Demonstration teaching method · dribbling

1 Introductions

Physical education is part of the overall education system, which includes aspects of developing physical fitness, movement skills, critical thinking skills, emotional stability, social skills, reasoning, and moral action through physical activity. In the implementation of education as a process of human development that lasts a lifetime, the role of physical education is very important, namely providing opportunities for students to be directly involved in various learning experiences through systematic physical activities. The learning experience is directed at fostering as well as forming a healthy lifestyle. Indicators of getting used to a healthy life are maintaining physical freshness to stay in top shape, having a strong mentality, and having stable emotions.

Physical education is an educational effort by using large muscle activity so that the ongoing educational process is not hampered by health and body growth disorders. In physical education, to get good results. It is necessary to teach the correct movement by using the right learning method. The physical education learning process is an activity carried out by teachers on students to provide motion experience in developing the potential of students, but often the process is not optimal. This is because the teacher does not master the material, the student's ability is low, and the teacher does not apply appropriate teaching steps.

Extracurricular physical education is an activity of exercise or physical activity carried out outside of school. This activity program is intended to develop the talents and interests of students in each branch of physical education. Football games in junior high schools have become one of the extracurricular physical education activities that students participate in at school. Because the game of football is one of the big ball games that has been following the physical education curriculum. But in practice, it must be adapted to the circumstances and needs of the school itself.

Football has elements of fun, cooperation, excitement, agility, and dexterity that can be developed to the fullest so that it attracts students. In this game, students will be trained in various physical skills such as kicking and running after the ball, following their natural desire to move, jumping, processing the ball with their feet and head, and dribbling, all important for developmental growth and health.

Basic techniques such as passing, dribbling, heading, shooting, and others are needed and will arise in certain situations. This arises because of the need for the players themselves to do so. So, if these basic techniques cannot be mastered, the goals to be achieved will be hampered. For example, in dribbling using the instep of the foot (the back of the foot), usually for beginners, players will make the wrong movements, such as: when dribbling, the impact of the ball with the feet is always changing or not continuing using the instep of the foot because the ankle that is used to dribble using the instep of the foot is still stiff or not flexible, so the ball cannot be controlled properly.

In the technique of dribbling, students must master this technique well because the technique of dribbling is very influential in the game of football. Dribbling is very widely used in soccer games as it is known in certain situations. For example, if no opponent blocking or no friend is standing free, then the player can dribble.

The instep of the foot is the most effective and profitable part of dribbling because by using the instep of the foot, the ball can be carried quickly. In addition, when a player makes a dribbling movement using the instep of the foot, the player can shoot and pass forward without changing the foot, so the use of the instep of the foot becomes effective and efficient.

Physical education teachers are required to choose the right method to create an effective and efficient learning process. This is important so that the learning process can be achieved. The learning process of dribbling using the instep of the foot by using the demonstration method is a way of learning objectives that are expected by teachers and students based on the physical education curriculum. The demonstration method is expected to make a significant contribution to good physical, mental, and social growth.

Based on this background, the author wants to examine and examine more deeply the learning method, namely using the demonstration method to improve the learning outcomes of dribbling using the instep of the foot (back of the foot) in male students of SMA N 1 Passi.

2 Research Methods

The research method used by the researcher in this research is the experimental research method. The population in this study were all male students of SMA N1 PASSI and a sample of 20 people who were taken at random and then divided into two groups, 10 each in the experimental group and 10 people in the experimental group. In the control group.

3 Research Results and Discussion

This study can involve two main variables, namely the independent variable in the form of demonstration teaching methods and the dependent variable, namely the ability to dribble. To find out if the results of the study were a result of the variables given in the treatment of teaching methods, the researchers used the control group as a control (comparison).

The results of the measurement of the experimental group's dribbling ability variable were applied to students of SMA Negeri 1 Passi, the results of which can be seen in the following table (Table 1).

The statistical quantities are obtained, which include the number of pre-test results or initial observations (Y 1) and post-test or final observations (Y 2) in the experimental group (Table 2).

Obtained statistical quantities which include the number of results of pretest or initial observation (Y 1) and post-test or final observation (Y2) in the control group.

Table 1. Experimental Group Dribbling Ability Test Results

NO	Pre-Test (Y ₁)	Post-Test (Y ₂)	Difference (X ₁)
1	40 sec	35 sec	5
2	39 sec	34 sec	5
3	41 sec	35 sec	6
4	38 sec	33 sec	5
5	39 sec	34 sec	5
6	39 sec	33 sec	6
7	38 sec	33 sec	5
8	40 sec	34 sec	6
9	41 sec	35 sec	5
10	40 sec	35 sec	6

Table 2. Control Group Dribbling Ability Test Results

NO	Pre-Test (Y_1)	Post-Test (Y_2)	Difference (X_1)
1	40 sec	37 sec	3
2	40 sec	37 sec	3
3	41 sec	38 sec	3
4	38 sec	36 sec	2
5	39 sec	37 sec	2
6	39 sec	37 sec	2
7	38 sec	35 sec	3
8	40 sec	37 sec	3
9	40 sec	38 sec	2
10	39 sec	37 sec	2

4 Discussion

In this study, the researcher no longer performs analysis of the normality of the data, considering that the sample taken is the entire population, so it is assumed that the data obtained in each group, both the experimental group and the control group, are normally distributed.

Especially in the homogeneity test, where the two sample groups show that they have homogeneous variance or the same variance, this means that the two sample groups before receiving different treatments have the same initial ability so that if there is a change, it is solely because of the treatment factor or the presence of treatment in the form of a demonstration teaching method.

From the results of the presentation of the data on the ability to dribble, it can be seen that the initial condition, or pre-test, and the final condition, or post-test, of the two groups show that there are differences in the acquisition numbers for the ability to dribble. These results show that the initial conditions or pre-test of the two groups did not show a significant difference, but in the final condition or post-test, the two groups showed significant differences, whereas for the post-test scores of the two experimental groups the scores were higher (more rapid) than the scores in the control group. This shows that the implementation of the demonstration teaching method program that is given for eight weeks with a learning frequency of three times a week can have a significant effect on increasing the ability to dribble in soccer games in SMA Negeri 1 Passi students.

This fact is reinforced by the results of the statistical analysis of the t-test where $t_{\text{observation}} = 12.469 > t_{\text{table}} = 2.101$ so that H_0 is rejected and H_a is accepted, which states that the average dribbling ability in the experimental group given the command style application program is greater than the average dribbling ability in the control group.

Thus, this study, shows that there is an effect of applying the demonstration teaching method to increasing the ability to dribble in football games in SMA Negeri 1 Passi students.

5 Conclusion

From the results of research that has been proven by teaching methods and testing data analysis based on the measured variables, it can be concluded that there is an effect of

the demonstration teaching method on increasing the ability to dribble in soccer games in SMA Negeri 1 Passi students.

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