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## APPLICATION OF GAME METHODS TO IMPROVE JUNIOR HIGH SCHOOL STUDENTS' FOOTBALL PASSING LEARNING OUTCOMES

Rangga Aditia Romdon<sup>1</sup>, Sujarwo<sup>2</sup>, Yasep Setiakarnawijaya<sup>3</sup>

<sup>123</sup>Master of Physical Education, Faculty of Sports Science, Jakarta State University, East Campus, Jakarta State University, Jalan Pemuda No.10, East Jakarta 13220

Corresponding author. Email: [ranggaaditia91@gmail.com](mailto:ranggaaditia91@gmail.com)

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**Abstract** This research is in the form of action research to improve passing skills in soccer games among students at St. Cilia I with a total of 54 students as subjects. This action research uses the Kemmis Taggart model which consists of two cycles. In this action research, playing methods are used to achieve the desired goals. Data was collected through observer observations in the form of passing skill tests, field notes, and documents during the research. The results of the research showed that after taking action using the playing method in cycle I, there were several students who were able to achieve a score exceeding the KKM. For the correctness test of the passing movement (process) in cycle I, only 19 (35%) students were declared complete, and only 19 (35%) students were declared 35 (65%) students did not complete it. Then, for the first cycle passing (product) accuracy test, only 26 (48%) students were declared complete, and 28 (52%) students were declared incomplete. From these results, there has been an increase, but as a group it has not exceeded 75% of the total number of students. Furthermore, in cycle II there was a significant increase. There were 46 (85%) students who were declared complete in the passing movement truth test (process), and 8 (15%) students who were declared incomplete. Then for the second cycle passing (product) accuracy test, 52 (96%) students were declared complete, and 2 (4%) students were declared incomplete. From the results of the second cycle passing skills test, it was declared complete because as a group, the percentage of students who achieved the minimum completeness criteria (KKM) score exceeded 75% of the total students, and it can be concluded that the application of the playing method can improve students' passing skills in soccer games SMP St. Cilia I.

**Keywords:** action research; game methods; passing; football



## **INTRODUCTION**

Education in general is a learning process that we can understand in terms of scientific knowledge that has been passed down from generation to generation through teaching and training. In detail, the objectives of education are contained in Law Number 20 of 2003 that national education aims to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become citizens. democratic and responsible country (Akwil, 2021).

Physical Education and Health subjects in schools aim to continuously develop students' motor skills which are then given in the form of games that are appropriate to their age level and are not required to master a particular sport (Kurniawan & Suharjana, 2018). However, in the game of soccer, each player is required to master various basic techniques. Mastery of these basic techniques will reflect the level of soccer playing skills in question. According to Amiq (2014) Some basic techniques that football players need to have are kicking,

heading, goalkeeping, throw-ins and passing.

Of several basic soccer playing techniques, one of the basic skills that is important for players to master is the ability to pass both from long and short distances. Passing ability is important for players to have because it is impossible for players to score goals without having this ability. A team's victory is determined by the players' astuteness in seeing opportunities and passing towards the target correctly.

Passing ability can be supported by starting when passing with proper accuracy (Maulana et al., 2020). Therefore, it can be said that passing ability has a very important role, if someone can pass well, they will be able to produce accurate passes. Likewise, if the passing technique used is not good, the pass produced will be inaccurate, making it difficult for other players to receive the ball from the pass (Saputra, 2020). This is as expressed by Burcak (2015), the reason why students teach passing techniques is because passing techniques are the most dominant technique and are often used in every soccer game, so by learning the basic passing techniques in soccer games you can improve the quality of the game.

football players and can influence the final result in a match.

Based on the findings from observations on the field at Santa Cilia I Middle School, the students were very happy to take part in learning about big ball games, especially soccer games. The basic skill levels of students in different soccer games. There are students who have good skills, but there are also students who have a sufficient level of soccer skills or there are even students who are not good at practicing basic soccer game techniques, especially basic passing techniques. For example, when passing to a friend it is less accurate. This problem arises due to various factors, including students who are not serious about learning, then from the movement of the supporting leg which is not parallel to the target direction or the toe of the foot is not towards the target direction, and the contact with the ball is not in the middle of the back of the ball but on the top of the ball, body position is not balanced when kicking and students only do this activity at school because there is limited space for playing football around the house area.

In the world of education, especially in schools, football is one of the sports games recommended in

schools which is summarized in the physical education curriculum. Physical education and sports are activities included in the learning curriculum to improve physical health and sports through the world of education (Muhtar & Lengkana, 2019).

To achieve the learning objectives of physical education and sports, aspects are needed that support these activities, such as quality teaching staff, learning programs that are in accordance with the curriculum. Sports are all aspects related to sports that require regulation, education, training, coaching, development and supervision (Rahmawati et al., 2020). National sports are sports based on Pancasila and Republic of Indonesia Law no. Article 1 of 2005, states that "Educational and physical sports and sports are carried out as part of a regular and continuous educational process to acquire knowledge, personality, skills, health and physical fitness" (Lamungga et al., 2020).

Sports activities for educational purposes such as school children who are looked after by physical education teachers. The sports activities carried out are formal in nature, and the aim is very clear to fulfill national education targets

through sports activities that have been prepared through the curriculum. This learning is directed at fostering better physical growth and psychological development as well as establishing a lifelong healthy lifestyle, one of which is by instilling in students a healthy lifestyle through physical activity and sports.

In an effort to improve their soccer playing skills, school students must master various basic soccer playing techniques. Students' ability to master the basic techniques of playing soccer can support their skills in playing soccer both individually and as a whole. Seeing how important it is to master the basic techniques of playing soccer, players (students) must be trained properly and correctly (Akwil, 2021). In an effort to optimize learning abilities, this can be done through physical education, sports and health. Problems that often occur in students include difficulty in carrying out movements in accordance with the rules, so the development of models and strategies in physical education needs to be carried out by educators or teachers so that a new, innovative, enjoyable learning process can be created and can increase students' learning motivation (Surahni, 2017). Because a less than

optimal learning process will have an impact on the goals of physical education (Kanca et al., 2021).

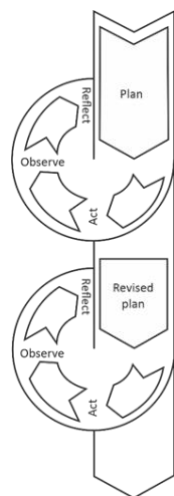
There has been a lot of research conducted by academics regarding the basic skills of playing soccer. However, from the large amount of literature, there has been no research that specifically discusses the application of game methods to improve soccer passing skills. In an effort to solve the above problems precisely and accurately, action research is needed which aims to improve football passing skills in terms of process and accuracy through game methods so that there is renewal in physical education learning in schools and learning becomes innovative and fun so that it can improve students' learning motivation.

## **METHOD**

Research methods are natural activities related to searching and experimenting in a particular field, with the aim of obtaining new facts, improving science and technology. The research design used in this research is action research. According to Creswell (2002) in (Supriyadi et al., 2020) action research seeks to explore problems to find solutions. In line with this statement, according to Elliot (1982) in (Wibawa,

2003) action research is the study of social situations with the aim of improving the quality of solutions therein. The entire process is reviewed, diagnosis, planning, implementation, monitoring, and influence creating the necessary link between self-evaluation and professional development.

There are several objectives of the research method according to Anisa (2022) in (Rajidin, 2023), including: improving and improving the quality of learning in order to achieve learning objectives, identifying, determining solutions and overcoming learning problems so that they are quality, testing ideas, thoughts, tips, methods and strategies. new to learning, exploring learning that is always insightful or research-based so that learning can be based on realistic empirical class, not solely based on general impressions and assumptions.



**Figure 1.** Action Research Procedures

## RESULTS AND DISCUSSION

The description of the research data is a general description of the basic movement characteristics of passing skills through the game method at St. Mary's Middle School. Cicilia I is the subject of this research. The basic passing movement consists of three stages, the first stage is the initial movement, the second stage is the core movement or implementation, the third stage is the final movement, with a game method where an initial test is carried out as a measure of student success before action research is carried out. After following the training program with actions taken, the results of the passing skills test are obtained in the form of scores.

### Pre-test

**Table 1 Correctness of Motion**

No	Category	Completeness Value	Pre Test	
			F	%
1	Complete	> 75	5	9%
2	Incomplete	< 75	49	91%
<b>Amount</b>			<b>54</b>	<b>100%</b>

Based on the initial test or pre-test data above, it can be concluded that in learning football, especially in the process of implementing or correcting

movements when passing, out of 54 subjects, only 5 students or 9% of the total number of students were categorized as "Completed" or got the score was more than the minimum passing criteria (KKM), namely 75. Therefore, 49 students or 91% of the total number of students were categorized as "Incomplete" because the score they got was less than the KKM.

**Table 2 Passing Accuracy**

No	Category	Completeness Value	Pre Test	
			F	%
1	Complete	> 75	7	13%
2	Incomplete	< 75	47	87%
<b>Amount</b>			<b>54</b>	<b>100%</b>

Based on the initial test or pre-test data above, it can be concluded that in learning football, especially in passing accuracy, of the 54 subjects, only 7 students or 13% of the total number of students were categorized as "Completed" or got a score more than the minimum passing criteria (KKM) is 75. Therefore, 47 students or 87% of the total number of students were categorized as "Incomplete" because the score they got was less than the KKM.

So it can be concluded from the results of the initial football learning test, especially passing skills, which were

assessed from the aspects of movement correctness (process) and accuracy (product), it can be concluded that there are still a small number of students who get a score of more than 75 and as a group still have not reached the graduation target, namely a minimum of 75% of the total number of students. The following is a table summarizing the results of the initial football learning test, especially passing skills, which were assessed from the aspects of movement correctness (process) and accuracy (product).

**Table 3 Preliminary Test Summary**

Assessment Aspects	Student Category		KKM	Ket
	Complete	Incomplete		
Correctness of Motion (Processes)	7 (13%)	47 (87%)	75	Incomplete
Accuracy (Product)	7 (13%)	47 (87%)		Incomplete

**Post-test Cycle I**

**Table 4 Correctness of Motion**

No	Category	Pre Test
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		Completeness Value	F	%
1	Complete	> 75	19	35%
2	Incomplete	< 75	35	65%
<b>Amount</b>			<b>54</b>	<b>100%</b>

Based on the final test or post-test data from cycle I above, it can be concluded that in learning football, especially in the correctness of passing movements from 54 subjects, only 19 students or 35% of the total number of students were categorized as "Complete" or got a score above the criteria. The minimum pass (KKM) is 75. Therefore, 35 students or 65% of the total number of students were categorized as "Incomplete" because the score they got was less than the KKM.

**Table 5 Passing Accuracy**

No	Category	Completeness Value	Pre Test	
			F	%
1	Complete	> 75	26	48%
2	Incomplete	< 75	28	52%
<b>Amount</b>			<b>54</b>	<b>100%</b>

Based on the final test or post-test data above, it can be concluded that in football learning, especially in passing accuracy, of the 54 subjects, only 26 students or 48% of the total number of

students were categorized as "Completed" or got a score more than the minimum passing criteria (KKM) is 75. Therefore, 28 students or 52% of the

No	Category	Completeness Value	Pre Test	
			F	%
1	Complete	> 75	46	85%
2	Incomplete	< 75	8	15%
<b>Amount</b>			<b>54</b>	<b>100%</b>

total number of students were categorized as "Incomplete" because the score they got was less than the KKM.

So from the results of the initial football learning test, especially passing skills, which were assessed from the aspects of movement correctness (process) and accuracy (product), it can be concluded that the number of students declared "Completed" as a group still has not reached the graduation target, namely a minimum of 75% of total number of students. The following is a table summarizing the results of the final test of the first cycle of football learning, especially passing skills which were assessed from the aspects of movement correctness (process) and accuracy (product).

**Table 6 Summary of Cycle I Tests**

## Post-test Cycle II

**Table 7 Correctness of Motion**

Based on the final test or post-test data from cycle II above, it can be concluded that in learning football, especially in the correctness of passing movements from 54 subjects, 46 students were categorized as "Completed" or 85% of the total number of students. Therefore, 8 students or 15% of the total number of students were categorized as "Incomplete" because the scores they got were less than the KKM.

**Table 8 Passing Accuracy**

No	Category	Completeness Value	Pre Test	
			F	%
1	Complete	> 75	52	6%
2	Incomplete	< 75	2	4%
<b>Jumlah</b>			<b>54</b>	<b>100%</b>

Based on the final test or post-test data above, it can be concluded that in football learning, especially in passing accuracy from 54 subjects, 52 students were categorized as "Completed" or 96% of the total number of students who scored more than the minimum passing criteria. (KKM), namely 75. Therefore, 2 students or 4% of the total number of students were categorized as "Incomplete" because the score they got

was less than the KKM. With these results, learning can be said to be

Assessment Aspects	Student Category		KKM	Ket
	Complete	Incomplete		
Correction of Motion (Process)	19 (35%)	35 (65%)	75	Incomplete
Accuracy (Product)	26 (48%)	28 (52%)		Incomplete

complete. Even though there are some students who are categorized as incomplete, this is considered normal in learning.

So from the results of the initial football learning test, especially passing skills, which were assessed from the aspects of movement correctness (process) and accuracy (product), it can be concluded that the number of students declared "Completed" as a group has reached the graduation target, namely a minimum of 75% of the total. total number of students. The following is a table summarizing the results of the final football learning test, especially passing skills, which were assessed from the aspects of movement correctness (process) and accuracy (product).

**Table 9 Summary of Cycle II Tests**

Assessment Aspects	Student Category	KM	Ket
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	Complete	Incomplete	
Correction of Motion (Process)	46 (85%)	8 (15%)	Complete
			75
Accuracy (Product)	52 (96%)	2 (4%)	Complete

## CONCLUSION

Based on the results of research carried out by researchers and collaborators, it can be concluded that there has been an increase in the learning outcomes of soccer passing through the playing method for students at St. Middle School. Cicilia I. In cycle I, there was no significant improvement or students could not be categorized as complete in learning football because as a group of students who were declared complete did not exceed 75% of the total number of students.

For cycle II, there was a significant increase with the percentage of students declared complete exceeding 75% of the total number of students. In the correctness of movement (process) aspect, 46 (85%) students were declared complete, and for the passing accuracy (product) aspect, 52 (96%) students were declared complete. The results of the research show that applying the playing method can improve the learning

outcomes of passing in the game of soccer for students at St. Cicilia I.

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