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# EFFECTIVENESS OF A MEDIA COMBINATION BASED LEARNING DRIFTING MODEL ON BASIC FOOTBALL TECHNICAL SKILLS

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**Abstract.** The learning model for dribbling based on a combination of media is here to update physical education learning in schools. By utilizing technological advances, the learning model through an animated video approach provides a significant approach to the learning process of high school and equivalent students. However, there are definitely challenges in each application, but the benefits provided are very clear, good or positive. In accordance with the needs of students in modern times. This research uses quantitative and qualitative approaches and uses the ADDIE model in Research & Development (R & D). Consisting of five stages, with a total sample of 175 students. From the results of the small group trial data analysis, the percentage was 80.09%, this achievement is included in the good category. For large group trials, the results were 81.025%, which is also included in the good category. This is reinforced by the results of the N-Gain Score, obtained at 64.23% with an average of 0.64. Proves that the model is included in the good classification and also explains the effective learning model used to improve the skills and active participation shown by high school students of the same level. Therefore, this model is highly recommended so that it can be implemented in the learning process in schools.

**Keywords:** Physical education; Football Dribbling; Media combination.

## INTRODUCTION

The strategic role that physical education has in improving physical fitness. As well as forming children's character and morals to be of higher quality. Children have a tendency to always be active and moving (Sari et al. 2024). However, with the times, supported by technological advances, children are more passive in moving. In this case, physical education is a subject that must be taught at all levels of formal education. From elementary school, middle school to high school. Physical education should be an instructive process that fully increases knowledge, develops skills and maintains a healthy body. Physical education is a learning process that uses physical activity that is systematically designed to develop individuals in organic, neuromuscular, perceptual, cognitive, social and emotional aspects (Sudarsinah 2021).

The game of football is a sport that uses a ball and is played by two teams, each team consisting of 11 core players on the field and several reserve players (Prabowo et al. 2023). Football is a sport played by using the feet to move the ball with the main aim being to score as many goals as possible against the opponent's goal, following the rules and regulations that have been set (Hammood and Yousef 2019; Oppici et al. 2019; Ratiyono et al. 2022). Football is a sport that is very popular with Indonesian people. From children, teenagers, adults to the elderly, both men and women (Bartoluci and Baršić 2020). The excitement of playing football should be able to make students participate in learning activities with high (Kumbara et al. 2021) .

There is a very close relationship between playing soccer and (Ansori et al. 2024). Due to the involvement of extensive physical activities such as running, jumping, kicking and dribbling. This contributes to improving various aspects of physical fitness. Many things impact the process. These include developing muscle strength, coordination, agility, mental and cardiovascular fitness. Of course, in physical education there is football learning. Nothing but basic technical learning is presented in the process. Learning becomes an educational thing. Because it can be interpreted as an educational process that involves interaction between teachers and students. Teaching and learning activities in this context are directed to achieve certain goals that have been designed before teaching. Teachers deliberately design teaching activities in a structured and systematic manner, utilizing various resources to support the learning process. Physical

education, sports and health teachers are faced with the problem of how to get students interested in learning (Hanif and Rahayu 2023).

By updating the learning model, it will give a new color to the learning process. Current football learning methods tend to focus on technical and physical approaches without much consideration of creative aspects and multimedia stimuli. Conventional approaches are often less effective in increasing learning participation, especially among female students. The difference between women and men in sports is that there are quite a few talented girls who are not able to participate well. The review of differences between men and women moves from biological and socio-cultural differences in abilities (Akurat and Maksum 2021).

Results of observations by researchers as teaching staff in several schools. Make researchers interested in the problems that arise in physical education subjects, especially football. The problem that arises apart from the lack of participation in the process of learning to dribble or dribbling, is that the ability to dribble the ball is still not carried out smoothly and correctly by students. Especially female students, although quite a few male students do the same thing. On the other hand, there is a lack of research on the integration of multimedia in sports learning. The need for learning models that increase motivation and interest. In the context of physical education, many students lose interest in learning sports because it is monotonous and lacks innovation.

A learning model based on a combination of media or what could be called multimedia could be a solution, but its development has not received adequate attention. Achieving learning goals is the role of educators or teachers in creating an effective and efficient learning environment. Many international and national journals have discussed football learning methods. However, it is very unfortunate that there are still many students who lack active participation on the field when performing dribbling techniques, especially female students. Supported by the lack of literature, students can read the insights and information they want to convey in learning. This is a problem that needs to be addressed in the world of education, especially physical education learning in the sport of football. Of course, the choice of basic dribbling techniques when compared with the basic techniques of passing and shooting has quite a significant difference. Where dribbling involves the whole body being more active in activities on the field. The

distance covered is more compared to other basic techniques (Sulistio, Sugiyanto, and Defliyanto 2019).

This study is strengthened by the results of assessments on football material. Especially in basic ball dribbling techniques. Students have grades below average. The following is a summary of the results of the assessment of ball dribbling technique material at senior high schools and equivalents:

**Table 1.** Summary results of the ball dribbling technique assessment

| No | Average Skill Results | Number of Students | Category |
|---|---|---|---|
| 1. | 93,75% | 1 | Very good |
| 2. | 81,25% | 3 | Good |
| 3. | 61,61% | 7 | Enough |
| 4. | 46,88% | 10 | Not enough |

Based on the problems stated above, the researchers concluded that variations in learning models for dribbling or soccer dribbling are needed in schools. Developments that are new-create interesting, effective and efficient learning and have a real impact on the ability of basic dribbling techniques and student participation. Indirectly has an impact on children's health and physical fitness. A conclusion can be drawn based on these problems that there needs to be reform in the learning process in schools. One of the contributions that researchers made was through the development of a model for learning to dribble a ball for high school students. With a model that is combined from a combination of media, namely an animated video of learning to dribble a ball or soccer dribbling.

## METHOD

Research on the development of fun game training models in football uses the Research and Development (R&D) research and development method from Borg and Gall (1983) which consists of 10 (ten) steps. The research design used in this research is research and development. Procedural research and development design. In this research design refers to the description of the steps taken in producing a product in the form of a training model and its supporting devices. The approach used in this study is a qualitative and quantitative approach.A qualitative approach is used to describe the data obtained during the research. Quantitative approach is used in the implementation of the model design and to

test the effectiveness of the model. The research design used was a Pre-Experimental Design with the design model "One-Group Pretest-Posttest Design" so that the design of the treatment results can be known more accurately, because it can be compared with the conditions before being given treatment.

The sample is part of the number and characteristics possessed by a particular population determined by researchers to be studied and conclusions drawn (Sugiyono 2017). The target subjects of research that uses a combination of media-based learning model for dribbling are high school and equivalent students, including vocational high schools or Madrasah Aliyah. Thus, the designed learning model will be applied at the stage of delivering material in class before students carry out movement activities in the field.

## RESULT AND DISCUSSION

### Result

After preliminary studies through literature study and needs analysis, a draft learning model was produced. With the innovation outlined in variations in the learning model for dribbling based on a combination of media. The learning model developed does not only focus on psychomotor aspects but is related to affective aspects. The model for learning to dribble based on a combination of media that produces animated videos can have a positive impact not only on students. Time efficiency in delivering material so that students pay attention and are enthusiastic, so that students understand better when compared to delivering material in the field. Produced 10 animated videos of learning to dribble for students based on preliminary literacy studies and needs analysis.

### Expert Validation

Expert validation has a role in revising the model at the development stage. This is very necessary to improve the model that has been designed. Several experts are determined based on their field background according to the needs of the learning model. With the capabilities possessed by experts, they will certainly provide academic, practical and of course scientific guidance.

**Table 2.** Summary of Expert Validation Results of Learning Dribbling Models Based on Media Combinations

| No | Model | Information |
|---|---|---|
| 1. | Basic Dribbling Learning Video | Feasible |

| | | |
|---|---|---|
| 2. | Zigzag Dribbling Learning Video | Feasible |
| 3. | Letter L Dribbling Learning Video | Feasible |
| 4. | Square Dribbling Learning Video | Feasible |
| 5. | Triangle Dribbling Learning Video | Feasible |
| 6. | One By One Dribbling Learning Video | Feasible |
| 7. | On Time Dribbling Learning Video | Feasible |
| 8. | On The Track Dribbling Learning Video | Feasible |
| 9. | Estafet Dribbling Learning Video | Feasible |
| 10. | Tic Tac Toe Dribbling Learning Video | Feasible |

**Small Group Test**

The model has been validated by experts and practitioners, researchers tested it on a small sample. With 21 students involved in a small trial. During three meetings of the small group test, each meeting was given 3 and 4 learning models that had been validated by experts and practitioners. The following is the percentage of success from small group trials:

**Table 3.** Results of Small Group Trial Data Analysis

| **Item Model** | 1-10 |
|---|---|
| **Subject** | 21 |
| **Results Score** | 3364 |
| **Max Score** | 4200 |
| **Presentage** | 80,09% |

Looking at the results of small group trials with a total percentage of 80.09%, it shows good results. With the results of the small group trial, it can be concluded that the learning model for dribbling based on a combination of media for high school and equivalent students can be continued into a large group trial. From the results of small group trials, researchers have notes in the form of input and suggestions when obtained in the field. These include the following: (1) The remaining time can be utilized further to enrich the provision of material to students; (2) More learning videos so that students get a wider range of teaching materials; (3) Feedback is given in accordance with the learning model given to students.

Several models that will be continued refer to the results of small group trials. After carrying out an analysis by improving small things from each learning model. It will be carried out in a large group trial according to a predetermined research plan.

**Large Group Test**

This trial certainly has more participants involved compared to small group trials. Involving 154 students. In the large group trial, researchers held nine meetings, with a total time for each meeting of 3JP or around 3 x 45 minutes. Next, we examine what kind of model for learning to dribble based on playing combinations that has been used. The following are the results of the recapitulation of large group trials.

**Table 4.** Results of Large Group Trial Data Analysis

| **Item Model** | 1-10 |
|---|---|
| **Subject** | 154 |
| **Results Score** | 2498 |
| **Max Score** | 30800 |
| **Presentage** | 81,025% |

From the results of data analysis from large group trials, it is in accordance with what is listed in the table above. It shows that 81.025% of the large group trial results have a good classification or category. Thus, the results of large group trials are proof that the model for learning to dribble based on playing combinations is appropriate and feasible to apply. The researcher received criticism and suggestions from the test subjects and the research team, including the following: (1) Need to pay more attention to the safety of students during the learning process, even though it is said to use safe media, attention still needs to be maintained; (2) The differences in abilities of each pupil and student become their own characteristics that must be considered and adjusted; (3) The results of the product will be maximum when every basic technique can be packaged into a combination of media, especially the use of technology to maximize time and make students more interested and concentrated on the learning material; (4) The facilities of each different school must be adjusted because quite a few schools prohibit their students from bringing communication devices such as gadgets/smartphones.

Researchers make improvements to existing revisions to produce the final product or model. From every suggestion and input, a maximum model will be produced.

The effectiveness test was carried out in order to find out whether the learning model for dribbling based on a combination of media can improve the abilities or skills

of high school students of the same level. From here researchers will be able to ensure that the model created is suitable for use or can be continued to be applied by anyone in the fields of education or sports. The researcher chose an effectiveness test using a pretest and posttest design using an experimental group. For student pretest data, data was taken before the learning model based on a combination of media was provided. This is intended as reference data to compare after obtaining the learning model.

Researchers conducted a pretest at the start of the research before students received a learning model in the form of an animated learning video of dribbling a ball which was presented in class. With the help of the research team to collect data. The posttest data was carried out after students received a learning model in the form of an animated learning video of dribbling a ball. The data is as follows:

**Tabel 5.** Experimental Group N-Gain Data

| | |
|---|---|
| Pre-test | 89.27 |
| Post-test | 160.28 |
| Post-Pre | 71.02 |
| Ideal Score-pre | 110.74 |
| NG | 0.642 |
| Percentage | 64.22% |

Based on the results of the N Gain test, 57 participants from high school and vocational school students had an N Gain Score of 0.64 with a percentage of 64.22%. With the existing results, it can be said that the learning model for dribbling based on a combination of media for high school and equivalent students is effectively used to improve skills. Apart from that, it is effective in making students participate actively and consistently in the soccer learning process, especially dribbling. Therefore, this model or method is highly recommended for teaching staff or academics in the learning process.

**Discussion**

Research on a model for learning to dribble based on a combination of media for high school and equivalent students obtained a score of 3364 at the small group try-out stage. With a success percentage reaching 80.09%, this result is included in the good category. Meanwhile, in the large group trial (Large Group/Field Test) the result score was 24958 with 154 subjects or students involved. With a percentage of 81.025%, the results are in the good category. Continuing to test the effectiveness of this model, it was

applied to 57 research subjects consisting of SMA (High School) and Vocational High School (Vocational High School) students. Getting an average N-Gain score of 0.64 and a percentage result of 64.22% shows that this model is effectively applied to the learning process.

There are factors that cause pre-test results to lead students to not perform optimally. These include the lack of attention of students during direct explanations by teachers in the field either because their voices cannot be heard, students who are having problems focusing on paying attention when in the field, and the lack of interest of students, especially women, are other factors. Learning concepts that should be accepted or understood by students are an important center in the learning process in order to achieve learning goals. Therefore, researchers utilize technological advances as a medium to make it easier for students to overcome existing problems. This is proven by the data on the score obtained in each group trial and in the end the effectiveness test got positive results. Researchers are trying to prove that technology does not only have a bad impact on students at the high school and equivalent levels.

The positive results obtained are certainly not without reason. Innovation is needed in every update to the path chosen by researchers. Animated videos are one of them, the combination of media given to students has its own charm. The focus of students' attention is more focused when explained in class, making it easier for students to apply it when in the field. Student learning participation is visible. Not only that, consistency is shown from the start of the process in the classroom and in the field. In accordance with the research objectives, the model created is expected to provide a significant positive impact. Apart from that, it is a unique experience for students through the use of technology. Which indirectly provides insight or point of view that the phenomenon of technological progress is not just social media and games.

However, special attention needs to be paid to each innovation presented. Things such as media security and norms or rules that exist in the learning process are still taken into account. Researchers really hope that this update will be followed by other updates. For example, in the soccer game which is included in the invasion games chapter of the curriculum. There are still many basic techniques that can be developed, such as passing, receiving the ball or receiving & controlling, kicking at the goal or shooting. If each element can take advantage of technological advances, it is no different that learning as

a whole will run optimally. And with this research, it's not just improving the quality of students. But the teaching staff, namely PJOK teachers at schools, will appear qualified because they do not reject or close the door to developments of the times. It is not impossible that a small attention like this can have a big impact on PJOK subjects at school.

## CONCLUSION

The learning model for dribbling based on a combination of media for high school and equivalent students provides innovation that makes students integrated in the learning process. This research proves that optimizing learning through a learning model based on a combination of media using technological advances has a big influence on the process in the world of education. Several things that factor into how this learning method is used effectively include innovation and technological progress. Utilization of existing resources provides maximum feedback shown by students. Intensive learning will produce quality students. This research provides its own progress in PJOK subjects in schools, especially the chapter on invasion games, the sub-chapter on football games. Research presented in the form of renewal will provide new colors and inspiration for others research.

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