

## **The Effectiveness Of Football Pass Learning Models Through The Peer Tutor**

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### **Abstract**

The purpose of this study was to determine the effectiveness of the learning model that has been developed in football passing material. The learning model with the peer tutor approach is used as a form of variation in delivering learning material to students. Thirty-two Junior High School students in Palembang became the research object of the development of this learning model. This study was followed up with classroom action research to test the effectiveness of the learning model. The results showed that the greatest increase was in the cognitive domain, as well as student learning outcomes in football passing material above the minimum completeness value. These findings indicate that the learning model is proven to be effective in learning PJOK on football passing material for class VIII.

*Keywords: Effectiveness; Learning Model; Passing Football; Peer Tutor*

### **INTRODUCTION**

The design of the learning process must be invincible with the values of getting maximum results in improving student learning outcomes. Maximum learning outcomes are learning outcomes that have long-term dimensions that can equip students for life and lifelong learning. The process of developing learning in physical education, sports, and health (PJOK) is carried out using physical activities that tend to take advantage of game activities. Researchers believe that the learning process that utilizes play activities more effectively increases student participation in learning motion (Song, Harvey, & Smith, 2016).

There are many obstacles in the implementation of the physical education learning process in schools. One of them is the lack of knowledge of PJOK teachers in implementing and developing learning models. Mukhlis (2010) explains that there are five principles of teaching activities that can develop the potential of students, (1) student-centered activities; (2) learning by doing; (3) develop intellectual, emotional, spiritual, and social intelligence; (4) lifelong learning; and (5) self-study and learning to work together. The learning content in the 2013 curriculum emphasizes character education, which will be the foundation for the characteristics of students. In learning PJOK in junior high school, one of the basic competencies that students must have is the basic technique of playing big balls, with football material.

The basic football skills taught in PJOK learning in junior high school are passing, dribbling, shooting, heading, and control. Of these basic techniques, what is often taught is the basic motion

of passing. Passing is one of the most important basic techniques that must be mastered by a football athlete, but in the learning process the emphasis is that students are willing and able to perform the basic movements of passing. Because the concept of an educator is to apply active for life to students starting with an active start which contains strengthening skills, building confidence and self-strengthening, building strong bones and muscles, gaining healthy body weight, moving skillfully and being an active person (Balyi, Way, & Higgs, 2013).

In learning PJOK, students are expected to be given the freedom to explore and develop their talents and potential to support the growth and development of students properly. Students must be more active in the learning process, meaning that students must be given more space to find out their talents and potential. This requires PJOK teachers to be able to apply a student centered learning model, where this learning model can present learning that enhances student involvement, is meaningful, and is task-oriented (Dyson, Griffin, & Hastie, 2004). This is in line with the government's program which is currently looking to shift the learning paradigm in schools from being teacher-centered to being student-centered, which is to make students more active in learning independently to find out, not just listen to teachers teach.

Creativity and innovation in the PJOK learning process, especially in football passing material, must be done to support the learning process properly. Research and development have been widely applied in the material of basic football passing skills in PJOK learning which focuses on applying certain training methods, such as target training, eye and hand coordination (Habibie, Widiastuti, & Nuriani, 2019; Pujianto, Sutisyana, & Arwin, 2020) and the application of the playing method in learning (Rizky, Samsudin, & Siregar, 2019). Whereas in this study, in addition to improving the results of learning passing in football, it also sharpens the independence and courage of students in the PJOK learning process, so that learning with the peer tutor approach is carried out in this study to be able to produce an effective and efficient learning model in the learning process.

From the results of preliminary observations, it was found that the attitude assessment data were 0 students or 0% were in the very good category, 3 students or 9.40% were in the good category, and 23 students or 71.85% were in the enough category, 6 students or 18, 75% are in the less category. For the cognitive domain, it was found that 4 students or 12.5% were in the good category, 24 students or 75% were in the sufficient category and 4 students or 12.5% were in the poor category. Meanwhile, for the psychomotor domain, data were obtained from 6 students or 18.57% were in the good category, 26 students or 81.25% were in the sufficient category.

Learning PJOK currently needed is learning to hone the independence of students to be able to learn. The learning process of students can be from the teacher, textbooks, and from friends in one learning class. The learning process by involving friends in the delivery of learning materials is called the peer teaching method. The peer teaching method (peer teaching) is a teaching and learning activity in the classroom that provides opportunities for students to teach and share knowledge and / or abilities with other students to help friends who have difficulty learning so that their friends can understand the material well. Peer tutors can give students a sense of comfort because in general the relationship between friends is closer than the relationship between teachers. Meanwhile, the results of preliminary observations in the physical learning process at school indicated that: (1) students tended 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; and (5) students feel bored

and cannot interpret the benefits of the learning.

## **MATERIAL AND METHODS**

The type of research used to create a PJOK learning model for football passing material is a development model adapted from Borg & Gall (Gall, Borg, & Gall, 2003) which is research to produce new products. Meanwhile, to test the effectiveness of the learning process that is carried out by applying a learning model that has been developed with the action research method.

In this article, the data used are data from research subjects who come from the VIII grade of the Junior High School (SMP) Negeri 1 Palembang, which consists of 32 students. The data obtained in this study were data on student learning outcomes in football passing material carried out by PJOK teachers through a series of tests consisting of cognitive, affective (observation), and psychomotor tests. The instrument used consists of three instruments to measure cognitive, affective, and psychomotor abilities. Students' cognitive abilities were tested with several questions that had to be answered by students regarding football passing material. The affective domain is assessed by the teacher by observing students during the learning process, while the psychological abilities of students are assessed by students doing a wall pass test (wall fitting) for 60 seconds. Of the three areas of assessment, it will determine whether the students' completeness score is above or below the specified minimum completeness criteria (KKM), which is 75.

This effectiveness test uses classroom action research where the model is already feasible to be used or implemented in one learning class. The following describes the classroom action research procedures that have been implemented:

### **1. Planning**

This step or stage is related to determining what actions will be taken to improve and enhance the learning process as a solution to overcome problems that occur in class VIII students where the passing learning process gets poor learning results.

### **2. Implementation**

- a. The teacher divides students into small groups heterogeneously based on the abilities of students;
- b. The teacher explains the learning objectives to be achieved, namely material about football passing;
- c. The teacher prepares a passing learning model that will be explained;
- d. The teacher explains the basic movements of passing the football game to one of the student representatives for each group;
- e. The teacher assigns each group representative to return to each group to explain to the group members to do the movements according to the instructions given;
- f. The teacher assigns students to draw conclusions about passing movements, provides reinforcement and evaluates learning.

### **3. Observation**

Observation is done by observing students in following the learning process. Observations in the affective domain were carried out with the help of peers (observers), while for the cognitive and psychomotor domains, they were carried out by means of calculating and measuring.

### **4. Reflection**

Reflection is carried out to assess whether the learning process is taking place as planned and as material for improvement for the next learning process. The data analysis used was descriptive statistics.

## **RESULTS**

### **Results**

The learning results obtained are as follows:

#### **1. Cognitive**

Knowledge is based on the level of understanding of students during the learning process. The experiences gained during learning will increase students' knowledge which will then increase the students' cognitive knowledge.

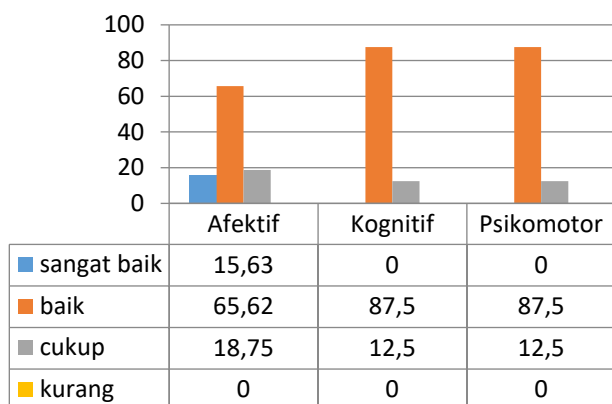
The results of the assessment of the passing knowledge test were found that 28 students or 87.5% were in the good category, 4 students or 12.5% were in the sufficient category from the knowledge test results in general students were in the good category, and were above the KKM. In accordance with this value, students' knowledge increases after learning is carried out using a learning model with a peer tutor approach.

#### **2. Affective**

The results of the percentage of passing assessment attitudes carried out through student observation found that 5 students or 15.63% were in the very good category, 21 students or 65.62% were in the good category, and 6 students or 18.75% were in the sufficient category. The results of the assessment of attitudes through observation at the time of learning passing were generally in the good category and classically the students' scores were above the KKM. With these results, the development of learning is appropriate to be used as one of the learning models for soccer games. Because students have passed the specified KKM value limits.

#### **3. Psychomotor**

The percentage results of the assessment of the passing ability test that were carried out showed that 28 students or 87.5% were in the good category, 4 students or 12.5% were in the sufficient category. In general, the results of the basic movement ability test of students were in the good category and classically the students scores were above the KBM. Students abilities improve well after the product being developed is revised, so that students can easily carry out basic passing technique movements.



Based on the research results, there is a significant increase in student learning outcomes both in the realm of abilities, attitudes and knowledge. There was an increase of 68.93% in the realm of skills, 68.75% in the realm of attitudes, and 78.10% in the realm of knowledge from the results of initial observations.

## Discussion

The improvement in each stage is influenced by the development of the learning model carried out in this study. The development model is adjusted to the character of the student and at each stage revisions are always made so that students can easily receive the passing learning material. With an attractive design of passing movements, it increases students' interest in participating in passing learning.

Tutors are students who are the same age who are appointed or assigned to help their friends who have learning difficulties, because the relationship between friends is generally closer than the relationship between teacher students. Learning through a peer tutor approach will provide interaction between students and students, students and teachers, so that the learning process will be more active. This learning model will make students more active in communicating with tutors who are their peers when compared to teachers whose only role is to supervise learning activities in class. As stated by (Metzler, 2011), which translates into placing students in the role of a teacher or tutor who fully presents a new intellectual and social challenge that must be met to ensure that this role can run smoothly.

Another benefit obtained from this peer teaching learning strategy is that students who become teachers will always evaluate themselves well, especially in matters related to cognitive activities such as concluding, asking, clarifying, and predicting (Hattie, 2009). maybe it can increase. This statement is in accordance with (Metzler, 2011) which states that peer teaching also has great potential in improving students' cognitive development in Physical Education learning.

And sharpened by research (Mirzeoglu, 2014) which found that, the peer teaching learning model was able to significantly improve students cognitive abilities compared to conventional learning. In line with (Friskawati, 2017) which reinforces that learning with the peer teaching approach coupled with the use of audiovisual media can better understand students.

Peer teaching learning with various types is able to make students more active in learning, and have more opportunities to respond or provide feedback on the information provided and reinforce the knowledge that has been given (Nurmi & Kokkonen, 2015). With high learning participation, it is very possible for students to obtain high learning outcomes and to be able to complete the motion tasks given by the Physical Education teacher. As the findings (Jenkinson, Naughton, & Benson, 2014), peer teaching has been shown to be an effective teaching strategy in improving the quality of learning time, increasing physical activity, increasing mobility, improving healthy living behavior, developing interaction and social skills. Research (Stigmar, 2016) that the peer teaching learning model produces academic achievement benefits and other pedagogical benefits such as improving students' critical thinking, motivation, collaborative and communicative abilities.

## CONCLUSION

There was an increase of 68.93% in the realm of skills, 68.75% in the realm of attitudes, and 78.10% in the realm of knowledge. This study concludes that any learning that is planned properly and correctly will produce maximum value for students in obtaining learning values. The learning model with this peer tutor approach provides opportunities for students to be independent and creative in following the PJOK learning process at school.

This research is expected to be useful for the development of the world of PJOK. With the development of the learning model of passing in football games through peer tutors, it can increase the variety of PJOK teachers in providing varied learning models. This learning model is expected to be used as a reference for further researchers to develop learning models with other materials in learning PJOK in schools.

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