



Analysis of Inclusion Teaching Methods On Driving Ball Skills

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Abstract: The purpose of this study was to see the analysis of the inclusive teaching method on the achievement of dribbling skills in Class VII students of SMP Negeri 29 Medan in the 2020/2021 academic year. The location of this research was carried out at SMP Negeri 29 Medan. The subjects in this study were all Grade VII-5 students of SMP Negeri 29 Medan for the 2020/2021 academic year, which consisted of 30 students. The method in this research is an experimental method with one group pretest and posttest design techniques using a portfolio sheet. Data analysis was carried out by data reduction carried out by looking at the influence of certain variables on other variables carried out in class VII-5 students of SMP Negeri 29 Medan in the academic year 2020/2021 during the covid-19 period there were changes in the achievement of dribbling skills through the inclusion teaching method. The success of learning is viewed from the comparison of the classical passing standards of PJOK learning that have been determined by the school with the learning achievement carried out. Based on the results of data analysis, aspects of development and student needs can be obtained according to the situations faced by the Covid-19 period and the application of learning is carried out in a variety and innovative way to create an effective learning atmosphere even during the Covid-19 period.

Keywords: Dribbling; Inclusion; Teaching Style

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INTRODUCTION

Humans need education in their lives. Where education is an effort so that humans can develop their potential through the learning process and/or other methods that are known and recognized by society. Education can be said to be good, if education can provide opportunities for the development of all aspects of the human person, or in other words, formulating the goal of education contains the development of aspects of the human person (Wijanarti et al., 2019). Educational goals such as those formulated above are very ideal goal formulations, such as increasing students' faith and devotion, also aiming to improve psychomotor, cognitive and effective aspects, as well as developing knowledge about students' health (Indarta et al., 2022).

One effort to improve the quality of education in Indonesia is by improving the teaching and learning process effectively, for example by choosing good and correct teaching methods. The method chosen and thought to be suitable for use in the process of learning theory and practice of skills, solely to increase its effectiveness.

Therefore, it is hoped that the role of educational institutions and teachers in preparing teaching staff, especially teachers who will provide teaching inside and outside

the classroom, in the sense that teachers must be able to choose and apply learning methods that are predicted to be more effective in making it easier for students to learn in the classroom and outside. class or independent study.

One of the failures in achieving the objectives of a planned teaching program is a lack of knowledge or inability to choose the method used so that students cannot achieve the teaching objectives. There are many obstacles faced by teachers in achieving learning objectives during the teaching and learning process in the classroom, among these obstacles is the application of learning methods taught with the allocation of time available in the curriculum to achieve learning objectives (Achmad Jayul, 2002; Mashud et al., 2019).

Based on the author's observations at SMP Negeri 29 Medan. This school has complete sports equipment and a very large field. The intra and extracurricular activities of SMP Negeri 29 Medan are considered good, many students have achievements in the academic field, all of this is supported by quality teachers. There are also various extracurricular activities at SMP Negeri 29 Medan, such as: sports, arts, and SCOUT. There are several extracurricular sports activities at SMP Negeri 29 Medan, including: football, table tennis and others.

During the physical education lesson, the material for sports, big ball games, the subject of football in class VII, it was seen that during the football learning process, many students seemed less motivated in carrying out learning activities. The condition of the learning process so far has been carried out on a soccer field not far from the school, using five balls, students are required to master the material presented by the teacher, so it can be concluded that the learning outcomes in physical education learning are specifically dribbling the ball in soccer games. In the Physical Education, Sports and Health learning process, in order to create conditions and teaching and learning activities that enable students not to experience difficulties and be able to achieve learning targets, it is necessary to pay attention to various influencing factors, including: teaching staff, teaching methods, media/equipment and sports facilities.

METHOD

Research design is all the processes required in planning and implementing research. This research design is a one-group design(Sugiyono, 2017) states, "in this design there is a pretest and posttest". In this way, the results of the treatment can be known more accurately, because they can be compared with the situation before the treatment was given. The procedure in this research is that learning starts with a pretest to determine students' initial abilities, then learning is held.

Table 1. Research Design

Group	Pre-test	Treatment	Post-test
Eksperiment	O ₁	X	O ₂

Experimental research on class VII students at SMP Negeri 29 Medan on physical activity material was carried out in 2 meetings, namely on 16 and 21 May 2020. The experimental research was carried out using the Inclusion method, namely a teaching style that emphasizes giving students greater freedom. This freedom takes the form of assessing one's own learning progress. Then, based on this assessment, students make their own decisions to continue or repeat further movements or subjects. In other words,

it can be stated that the decisions that must be made by students relate to the implementation of movement tasks or subject matter, self-assessment of learning outcomes and the pace of the learning process itself.

Implementation of online learning on physical activity material was carried out from 13 May 2020 to 30 May 2020 due to the 2019 corona virus disease or known as Covid-19. The material delivered by the teacher is carried out via the Zoom application by providing an explanation of the physical activity material. Physical activity material is contained in the student package book so that learning outcomes must be achieved based on the PJOK book guidelines. This research focuses on improving learning outcomes for dribbling the ball for class VII students at SMP Negeri 29 Medan for the 2019/2020 academic year.

RESULT AND DISCUSSION

Result

Based on the learning outcome scores in learning to dribble before using the inclusive teaching method, a score distribution of 50 to 80 was obtained. Based on the description table above, the highest score for initial stance, implementation stance and final stance when dribbling was obtained was 80, and the lowest score was 50. when the initial attitude, implementation attitude, and final attitude before using the inclusion method is 50. Obtaining data from the field can be described in the following table.

Table 2. Description of research results

X	f	Fx	$X - \bar{x}$	x^2	Fx^2
50	1	50	-20,16	406,42	406,42
55	1	55	-15,16	229,82	229,82
60	4	240	-10,16	103,22	412,88
65	6	390	-5,16	26,62	159,72
70	6	420	-0,16	0,02	0,12
75	8	600	4,84	23,42	210,78
80	3	240	9,84	96,82	290,46
85	1	85	14,84	220,22	220,22
Σ	30	2080			1930,42

Table 3. Range of Research Results

Range	F. Absolut	F. Relatif	Category
85-100	1	3,33%	Very good
75-84	11	36,66%	Good
65-74	13	33,33%	Enough
55-64	3	7,24%	Not enough
0-54	2	6,67%	Very less
Σ	30	100%	

From the table above, it can be seen that the results of learning to dribble before using the inclusion method are divided into: very good category with 1 student (3.33%), good category with 11 students (36.66%), fair category with 13 students (43, 33%), the poor category was 3 students (7.24%), and the very poor category was 2 students (6.67%).

Discussion

The time for learning to be implemented is limited or does not comply with the specified time, namely before Covid-19 occurred, the appropriate time was 45 minutes/hour. During the Covid-19 period, it was adjusted to students' abilities, namely 10-40 minutes per meeting. Based on the time of implementation of the learning, it can be concluded that achieving student competency will be difficult to obtain and further, more intensive meetings are needed.

Research carried out by researchers after treatment is carried out virtually or online so that full development of learning cannot be done by direct observation of the changes that occur. At the class VII physical activity material meeting at SMP Negeri 29 Medan, researchers found a relative frequency in the Good category, namely 36.33%. The achievement that occurred after the Corona Virus pandemic was that students who worked on cognitive questions were carried out directly or could see references, so that students were not supervised in doing it and the working conditions had peace in their respective homes or without pressure from the teacher.

Physical education taught in schools aims to develop students' intellectual, emotional and motor skills (Marta & Oktarifaldi, 2020; Nurkadri et al., 2021). It is hoped that this motor ability will support his physical condition. With good physical condition, you will be able to support the teaching and learning process in each subject. The sports subjects contained in physical education are arranged in such a way that through physical activity or interesting games, students can be in good physical condition. In general, physical education learning activities involve physical activity, as does learning the game of soccer.

The success of the teaching and learning activity process in physical education learning can be measured by the success of students who take part in these activities. Success can be seen from the level of understanding, mastery of the material and student learning outcomes. The higher the understanding, mastery of the material and learning outcomes, the higher the level of learning success (Dandy Wahyu Utama, 2020; Dhian Agung Prakoso, 2022; Tarigan, R. W., & Siregar, 2021). In the teaching and learning process, the teacher who is the center of attention will not be separated from the implementation of the learning process. This includes readiness to teach, good planning, teacher knowledge and skills, completeness of facilities and infrastructure, curriculum factors and teaching environment factors.

CONCLUSION

Experimental research is research that attempts to find the influence of certain variables on other variables which was carried out on class VII students of SMP Negeri 29 Medan T.A. 2019/2020 during the Covid-19 period there was an increase in physical activity learning outcomes through inclusive teaching methods. The increase occurred by using before and after treatment using the Inclusion method with KKM 70 before treatment 33.33% and after treatment using the Inclusion teaching method 36.33%. Learning success is seen from the comparison of the classical PJOK learning graduation standards that have been determined by the school with learning achievements carried out through improving learning outcomes, so that the results of Experimental Research have a significant increase.

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CONFLICT OF INTEREST

Clearly explain whether there are any conflicts of interest related to the reported research.

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