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Improving The Learning Outcomes Of Passing In Football Games Using The *Drill* Method In Class Ix.4 Students At Smp Negeri 3 Palembang

Emilius Surya¹, Hartati²

{emiliussurya.28@gmail.com¹, hartati@fkip.unsri.ac.id²}

⁴ Universitas Sriwijaya, Jl. Masjid Al-Ghazali, Bukit Lama, Kec. Ilir Bar. I, Kota Palembang, Sumatera Selatan 30128¹, Universitas Sriwijaya, Jl. Masjid Al-Ghazali, Bukit Lama, Kec. Ilir Bar. I, Kota Palembang, Sumatera Selatan 30128²

Abstract. The Drill Method is a way of education students by carrying out training activities, so that students have better skills than before. There were many scores that were below the criteria. This is evidenced by only 60% of the overall population of learners. In view of this objective, a Classroom Action Research (PTK) using the drill method to improve the learning outcomes of students in class IX. 4 at SMP Negeri 3 Palembang. After using a methodology that combines the drill method and interactive games. This method was implemented in two cycles, each cycles consisted of two games. In cycle there was an increase from 60% to 70%. In addition, during cycle II, there was a significant increase from 70% to 80% which mirrored the improvement observed in cycle I. Based on these findings, it can be concluded that the use of practice and game techniques can improve educational achievement in delivering the material.

Key words : football, *passing*, drill method.

1 Introduction

Sport is a physical activity carried out by individuals or groups to improve physical abilities in line with established goals. It involves several movements performed regularly, consciously, and repetitively, with the aim of building muscle and developing the body's physiological and psychological functions (Prasetya et al., 2024). In Indonesia, the sport of soccer is very popular among the public. Like other human activities, it transcends ethnicity, age, race, and religion. The game of soccer can teach an individual values such as sportsmanship, responsibility, honesty with oneself, and the courage to make decisions. Because soccer is a team sport, effective communication among teammates is crucial, and each individual must be able to master the basic techniques properly and correctly (Budiman & Sin, 2019). This sport is very popular among everyone, both men and women, because it is played on a single rectangular field



and involves many participants. Furthermore, soccer also serves as a form of entertainment for children and provides a space for creativity in its gameplay (Syahda et al., 2016). Soccer is not only a popular sport among children but also an effective means for developing motor skills and social values such as cooperation within a team.

The main objective in playing soccer is to score as many goals as possible and to minimize conceding them, so that the team can be declared the winner of the game. Therefore, players are required to master the fundamental techniques of soccer correctly and properly. According to Amiq (2016:6), "some of the basic techniques a soccer player needs to have are passing, shooting, dribbling, heading, and the throw-in." Passing is divided into three types: passing with the inside of the foot, the outside of the foot, and the instep.

In the game of soccer, passing is an essential fundamental technique that a player must have to send the ball to a teammate. This is done using the inside of the foot, the outside, the instep, or other parts of the body with the aim of maintaining the strategy determined by the coach. The passing technique involves accuracy, power, and timing in the delivery of the ball (A. F. S. Pratama & Purbodjati, 2024). The ability to pass well allows a team to control the game, build up attacks, and create as many goal-scoring opportunities as possible.

Physical Education, Sports, and Health in junior high school play a crucial role in introducing basic soccer techniques to students. Passing technique, which involves the ability to accurately deliver the ball to a teammate, is an aspect that must be well-mastered to achieve success in the game. Improving learning outcomes for passing technique in junior high school not only impacts students' physical abilities but also builds self-confidence and cooperation among them (Anugrah et al., 2021).

According to (Aprinova and Hariadi, 2016:67), "The drill method is a training method suitable for the problems encountered. The drill method is a teaching approach where students carry out practice activities so that they acquire better skills than before. It's one method to increase awareness of various factors related to movement, namely awareness of time, force, and space. Students are directed to be able to feel the speed of movement, feel the generation of movement and forces that hinder movement, and feel their position within the spatial environment.

Learning outcomes refer to the specific achievements attained by students as a result of engaging in educational activities. Class IX.4 at SMP Negeri 3 Palembang consists of 30 students. The students' learning outcomes for passing in soccer show an average score of 60, which is below the standard. This result serves as my basis for conducting Classroom Action Research (CAR).

Classroom Action Research refers to research undertaken by instructors or researchers within the classroom setting. Its purpose is to investigate the impact of specific actions applied to research participants in a classroom context (Azizah & Fatamorgana, 2021). Consistent with the goals of



CAR, the researcher must assess the effectiveness of the chosen techniques in addressing a particular problem, with the aim of achieving improved results after the research is completed.

The development of alternative methodologies, as previously described, is expected to enhance student learning outcomes. The desired outcome is for instructors and researchers to foster active engagement and enthusiasm in students during every lesson, ultimately leading to an average score of 7.5 on the final exam.

With the available data, the researcher intends to conduct Classroom Action Research to improve academic achievement in Physical Education, Sports, and Health (PJOK). Therefore, the title of this research is: "Improving Learning Outcomes for Passing in Soccer Using the *Drill* Method in Class IX.4 Students at SMP Negeri 3 Palembang." With the aim of this study to improve passing learning outcomes in football games.

2 Method

This research uses the Classroom Action Research method. The steps or stages of Classroom Action Research (CAR) are carried out collaboratively between teachers and other teams, starting from orientation to the preparation of an action plan for each cycle. According to Machali (2022), classroom Action Research is very important for educators to improve their performance and have a positive impact on various aspects. These include : 1. Improving problem-solving skills and overcoming real learning challenges, 2. Improving the quality of inputs, processes, and learning outcomes in academic and non-academic areas, 3. Improving educator professionalism and 4. Implementing continuous improvement strategies based on research findings

The primary goal of Classroom Action Research (CAR) is to introduce new and inventive methods into the enduring educational system, which can sometimes hinder the advancement of innovation in student learning (Nurgiansah et al., 2021). This research aims to improve the soccer passing ability of ninth-grade students at SMP Negeri 3 Palembang. The research process involves several stages that researchers must undertake, including: (1) developing an action plan, (2) implementing the planned actions, (3) observing and interpreting the results, and (4) analyzing and reflecting on the findings. The effectiveness of this research is determined by achieving student learning outcomes that surpass the established Minimum Completeness Criteria (KKM) score of 75. This research will be carried out in two stages: Stage I and Stage II. If, after Cycle I, the percentage of students achieving the minimum completeness score (KKM) is still below 75%, then Cycle II will be implemented to ensure at least 75% of students reach the KKM score.

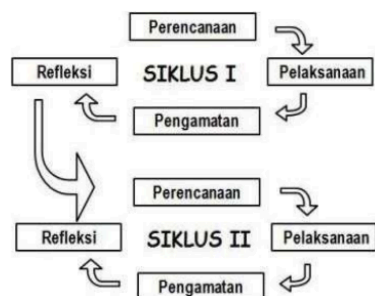


Figure 1. Classroom Action Research model

3 Results

Before the approach was taken, only 60% of the total number of students in class IX. 4 could achieve learning outcomes above the minimum completion criteria (KKM) threshold. They have not been able to do passing movements in football properly and precisely. With these results, the researcher took an approach with cycle 1. The results of the approach with cycle 1 are that there is an increase in student learning outcomes, namely 70%. These results show an increase from 60% to 70%. Meanwhile, in the application of cycle II, the value of student learning outcomes that crossed the threshold was 80%. This experienced a very significant increase from the initial 70% to 80%. It can be a reference that students in class IX.4 are able to practice passing movements in football properly and correctly.

For data on the results of the application of cycle I and cycle II can be seen in the table below :

Table 1 . Pre-cycle, Cycle I, and Cycle II Results

Descriptive Statistics		
	Learners Complete	Student Not Complete
Pre-cycle	18	12
Cycle I	20	10
Cycle II	26	4

The table displays the results of the implementation of cycle I and cycle II. The data shows that from the total number of students in the pre-cycle, only 18 students passed, while 12



students did not pass. The following bar chart illustrates the initial data on the learning outcomes for soccer passing among class IX.4 students at SMP Negeri 3 Palembang before the implementation of the play-based method :

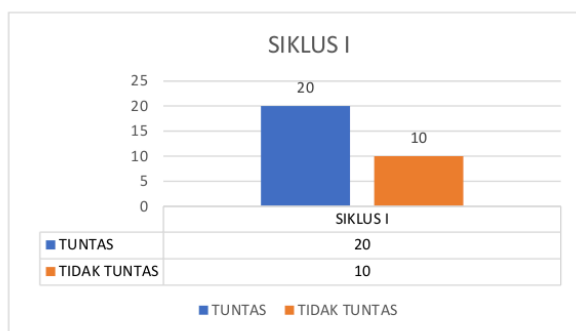


Figure 2. Bar Chart of Pre-Cycle Percentage Data

Thus, only 60% of students successfully completed the test. Based on the pre-cycle percentage data graph, it can be concluded that the learning outcomes for the lower pass test did not meet the minimum mastery criteria. Therefore, action needs to be taken by implementing game-based learning methods to improve student learning outcomes.

In Cycle I, 20 students successfully completed the task, while 10 students did not. This indicates that 70% of the total student population successfully completed the test. The following bar chart illustrates the pass rate in Cycle I:

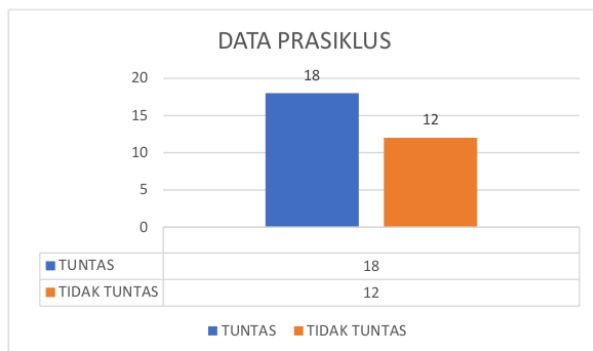


Figure 3. Bar Chart of Cycle 1 Percentage



Based on the percentage data from cycle I, it can be concluded that the implementation of the play method resulted in improved passing learning outcomes for .IX students at SMPN 3 Palembang.

In cycle II, 26 out of 30 students successfully completed their assignments, while 4 students did not. A total of 80% of students were considered to have completed the task.

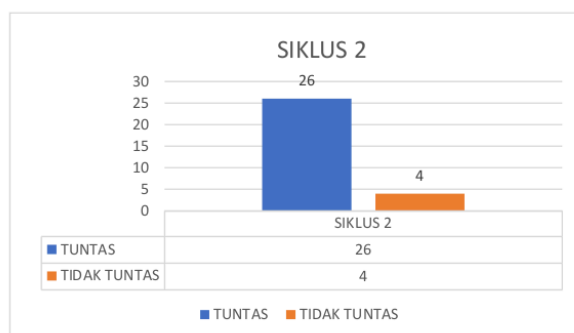


Figure 4. Bar Chart of Cycle 2 Percentage

Based on the data percentage image for cycle 2, it can be concluded that the implementation of the play method resulted in an increase in passing learning outcomes for class IX.4 students at SMPN 3 Palembang. The number of students who completed the test increased to 26, while the number of students who did not complete the test remained at 4.

4 Discussion

Classroom action research (CAR) is a research approach in which teachers reflect on, improve, and develop their teaching practices. This research is conducted by observing the teaching and learning process to identify problems faced by teachers. Based on the data presented in the table, there was significant and consistent progress in each cycle. During the transition from pre-cycle to cycle I, there was an increase from 60% to 70%. During the transition from cycle I to cycle II, there was a significant increase, from 70% to 80%. From pre-cycle to cycles I and II, there was a 20% increase in student learning outcomes.

Utilising game-based strategies is highly effective in enhancing the learning process and student academic achievement. This strategy effectively enhances students' understanding of the subject matter presented by the teacher, thus making the learning environment more engaging and entertaining. Utilizing a game-based approach can increase students' enthusiasm for exploring the topic of passing in soccer. Games provide opportunities for students to actively



and enjoyably engage in the learning process. Through a practice approach, students can perform direct and uninterrupted repetition to master passing movements precisely and accurately.

5 Conclusion

The application of the training and game approach can improve the educational outcomes of basic passing material in football for class IX. 4 students at SMP Negeri 3 Palembang. Learning outcomes have increased by 20% over 2 cycles. At the beginning of the pre-cycle, only 60% of learners in class IX.4 had achieved the required minimum score. After using the method for 2 iterations in 2 games the educational achievement of student in class IX. 4 increased to 80% of the entire population of students.

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