



Improving Learning Outcomes of Football Passing with the Triangle Goal Game Method in Class VII A of SMP N 42 Semarang

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Abstract: The background of the research is that there are still many VII D students at SMPN 42 Semarang who have learning outcomes for football passing below the success criteria. This research aims to determine the effect of the triangle goal game method on the passing learning outcomes of class VII D students at SMPN 42 Semarang. The type of research used is classroom action research. The subjects in this research were students in class VII D of SMP Negeri 42 Semarang with a total of 32 students. The research instrument uses an assessment rubric. The data analysis technique uses comparative descriptives, namely comparing pre-cycle, cycle I, cycle II. The research results showed that the learning outcomes in cycle I were 17 students or 50% of students who had achieved the success criteria and 17 students or 50% of students had not achieved the success criteria. The average student score in cycle I was 76.35. In cycle II, there were 30 students or 89% of students who had achieved the success criteria and 4 students or 11% of students had not reached the criteria. The average student score in cycle II was 82.71. The conclusion of the research is that the percentage of students' success criteria from the pre-cycle was 35% which increased in cycle I to 50% who achieved the criteria and experienced an increase again in cycle II, namely 89% of students achieved the success criteria so that the success target was achieved.

Keywords: Learning Outcomes; Passing; Football

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INTRODUCTION

Football is one of the most popular sports in the world, including in Indonesia. According to Rohim in Azidman, et al. (2017) football is a physically and mentally challenging game, we must make skilled movements under limited playing conditions. This sport is played by 2 teams, each team consisting of 11 core players. This sport is played on a very large grassy field (Rahmani in Sidiq et al., 2021). Each player occupies their respective positions, where these positions are expected to be played according to their respective roles so that both attacking and defending are carried out properly so that the goal of scoring goals against the opponent's goal can be achieved (Martha et al., 2017). It is undeniable that football is a sport that often causes friction between the two parties, from time to time football in Indonesia has not been free from friction. Some areas that are fanatical about their idolized teams tend to be more prone to rioting and division. Indeed, the first chairman of PSSI, Soeratin Sosrosoegondo once said that football is a tool for the nation's struggle, which must be done together. Almost in line with Soeratin

Sosrosoenegoro in the current era, where football used to be a tool of struggle, it has now become a unifying tool (Sutardi, 2023)

Basic techniques are all the underlying activities so that with such capital you can play football. As is known, in the game of football there are various basic techniques, namely kicking or passing, heading, dribbling and holding the ball (Jusrianto, 2020:240). In the game of football, one of the most dominant basic techniques is passing. Passing is the process of pushing the ball with a certain part of the foot to a friend (Mielke in Hulfian, 2023). Passing in the game of football aims to pass the ball to a teammate in order to create space, so that it can connect one player with another player in order to create opportunities and goals into the opponent's goal and can also maintain and secure the game's defense area. According to Kurnia, et al. (2023) passing is understood as passing or passing the ball to a teammate, usually done to provide a deadly attack on the opposing team. However, if there is an opportunity, passing can also be used as an attack to place the ball in a place that is not controlled by the opponent.

Passing skills that are not optimal result in ball control being lost, such as the direction of the ball not being on target, the opponent can easily grab it and inaccurate area passes. So by practicing and honing passing skills in football, it also provides more opportunities to score goals and win the match (Saharrullah, 2023). Good passing is one of the things that every player must have, because with a player who has good passing or passing, a team will easily create a goal (Utomo and Nugroho. 2023:15). Accurate passing can be used by a team to be able to provide variations in the game, break through the opponent's defense, and to prevent deadlock when facing strong defensive tactics possessed by the opponent in a match. To get good and correct passing accuracy, players must practice continuously, continuous training will cause an automatic movement, namely one that occurs without having to be ordered first.

Continuous passing accuracy training without any variation of different training models will cause boredom for players when training is carried out (Priawan, 2018). Based on observations made in class VII D SMPN 42 Semarang in participating in soccer game learning when passing, they still often make mistakes and seem careless, especially when passing with the inside of the foot, so that the average score of class VII D students in learning basic soccer techniques for passing with the inside of the foot is still low, below the success criteria, namely 78, only 12 students out of 34 students managed to achieve the success criteria. The results of the observation showed that there were several obstacles faced by educators, including the lack of variation in learning provided by educators and inadequate media such as the limited number of balls used, namely 2 balls. The impact of the lack of media availability and learning variations by educators affects student learning outcomes.

The creativity of educators in learning is expected as one way to improve student learning outcomes. Through the triangle goal game, learning to pass with the inside of the foot is expected to help students improve their learning outcomes and raise students' enthusiasm to follow the learning. The reason for using the triangle goal game in learning to pass with the inside of the foot is to help students direct the ball and accuracy in measuring the target. Based on this explanation, the researcher intends to conduct a classroom action research with the aim of investigating the effect of the triangle goal game method in improving learning outcomes for soccer passing. Therefore, to solve this problem, the researcher wants to conduct a study entitled "Improving Learning Outcomes for Passing the Inside of the Foot in Football with the Triangle Goal Game Method in Class VII A of SMPN 42 Semarang".

METHOD

This type of research is classroom action research (CAR). According to Sutama (2016), classroom action research is an effort to improve learning practices to make them effective. Therefore, the researcher chose classroom action research on the grounds that through the physical fitness approach in the research cycle, the planned goals can ultimately be achieved. CAR is a way to improve and increase the professionalism of educators because educators are the people who know best everything that happens in learning (Mulyasa, 2015:88). The model used in this study is the Kemmis and Mc Taggart model. According to the Kemmis and Mc Taggart model in Pauziah, et al. (2023: 10), the implementation of classroom action research (CAR) includes four steps, namely: (a) Formulating problems and planning actions, (b) Carrying out actions and observations or monitoring, (c) Reflecting on observation results, (d) Changing or revising planning for further development. The following figure is the research flow of the Kemmis and Mc Taggart model.

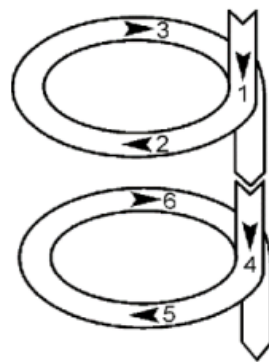


Figure 1. Basic illustration of the PTK cycle (Kasbolah in Yumaniar, 2022)

The subjects in this study were students of class VII D of SMP Negeri 42 Semarang with a total of 32 students. In addition to being an observer, the researcher was also tasked with planning, creating concepts and action plans with the researchers. In this study, the author used an instrument in the form of an assessment rubric. Where in the assessment rubric there are two types of values obtained by means of tests (cognitive and psychomotor), and one objective observation value about the attitude of students (affective). The test is used to determine the understanding of the material that has been delivered using the triangle goal game model and to determine the understanding of the movements mastered by students regarding the inner foot passing movement of football.

RESULT AND DISCUSSION

Result

The location of this research was conducted at SMP Negeri 42 Semarang and precisely in the school yard. This research was conducted for 2 cycles and each cycle was conducted as many as 2 meetings. At the end of each cycle, an assessment of each student's participation, skills test, knowledge test and attitude assessment were carried out.

Tabel 1. Pre-Cycle Football Passing Learning Outcomes

Category	Value Range	Frequency	Percent (%)
Very Good	>90	0	0%
Good	80 – 89	7	20%
Enough	78 – 79	5	15%
Poor	< 78	22	65%
Average Score			72,91
Students Achieve Criteria			12 (35%)
Students Do Not Achieve Criteria			22 (65%)

Based on table 1, it can be seen that the results of learning the inside foot pass of students in the pre-cycle were only 12 students or 35% of students who achieved the success criteria and the other 22 students or 65% of students had not achieved the success criteria. The average score of students in the pre-cycle was 72.91. The results of learning the results of learning the inside foot pass of football obtained by students in the pre-cycle, as many as 7 or 20% of students were in the good category, as many as 5 or 15% of students were in the sufficient category and 22 students or 65% were in the less category.

Table 2. Results of Learning Football Passing Cycle I

Category	Value Range	Frequency	Percent (%)
Very Good	>90	0	0%
Good	80 – 89	12	36%
Enough	78 – 79	5	14%
Poor	< 78	17	50%
Average Score			76,35
Students Achieve Criteria			17 (50%)
Students Do Not Achieve Criteria			17 (50%)

Based on table 2, it can be seen that the results of learning to pass the inside of the foot of students in cycle I were 17 students or 50% of students who achieved the success criteria and 17 students or 50% of students had not achieved the success criteria. The average score of students in cycle I was 76.35. The results of learning to pass the inside of the foot obtained by students in cycle I, there were 0 students or 0% included in the very good category, 12 or 36% of students entered the good category, 5 or 14% of students entered the sufficient category and 17 students or 50% entered the less category.

Table 3. Results of Learning Football Passing Cycle II

Category	Value Range	Frequency	Percent (%)
Very Good	>90	3	9%
Good	80 – 89	19	58%
Enough	78 – 79	8	22%
Poor	< 78	4	11%
Average Score			82,71
Students Achieve Criteria			30 (89%)
Students Do Not Achieve Criteria			4 (11%)

Based on table 3, it can be seen that the results of learning the inside foot passing of students in cycle II, there were 30 students or 89% of students who achieved the success criteria and 4 students or 11% of students had not achieved the criteria. The average score of students in cycle II was 82.71. The results of learning the inside foot passing obtained by students in cycle II, there were 3 students or 9% included in the very good category, 19 or 58% of students entered the good category, 8 or 22% of students entered the sufficient category and 4 students or 11% entered the less category.

Discussion

Cycle I in the action in the learning process with the triangle goal game model on the learning outcomes of inside foot passing in class VII D students of SMP Negeri 42 Semarang is correct. Cycle I in the learning process plans steps for orientation to problems, learning organizations, individual and group investigations, development and presentation of problem solving results, and analysis and evaluation of the problem solving process in 5 stages. Students in the learning process become more active in learning the starting position, implementation position and ending position correctly for specific inside passing movements. The teaching model has met the criteria and is adjusted to the characteristics of the growth and development of students so that students find it easy to do every movement they do. The learning outcomes of inside foot passing of students in cycle I were 17 students or 50% of students who achieved the success criteria and 17 students or 50% of students had not achieved the success criteria. The average score of students in cycle I was 76.35. Although there was an increase in cycle I, the results obtained had not reached the predetermined success target so that it was continued in Cycle II with a target of completeness, namely 75% of students could achieve the success criteria.

In cycle II, the action in applying the triangle goal game model to the learning outcomes of inside foot passing in class VII D students of SMP Negeri 42 Semarang was correct. The stages in learning used were in accordance with the existing syntax, namely orientation to the problem, learning organization, individual and group investigations, development and presentation of problem solving results, and analysis and evaluation of the problem solving process. In cycle II, the learning outcomes of inside foot passing of students of SMP Negeri 42 Semarang had reached the predetermined success target. In cycle II, there were 30 students or 89% of students who achieved the success criteria and

4 students or 11% of students had not achieved the criteria. The average score of students in cycle II was 82.71.

From the research data obtained, it can be concluded that the application of the triangle goal game method can improve the learning outcomes of inside foot passing of class VII D students of SMP Negeri 42 Semarang. These results are in line with the opinion of Kuswanto (2019) that the triangular goal soccer game aims to improve the learning outcomes of students' inside foot passing in soccer sports subjects, so that students do not get bored in the learning process and can improve their inside foot passing skills.

CONCLUSION

Based on the results of Classroom Action Research (CAR) on class VII D students of SMP Negeri 42 Semarang, the data analysis that has been carried out and the discussion that has been presented in CHAPTER IV, it can be concluded that the application of the triangle goal game method can improve the learning outcomes of inside foot passing of class VII D students of SMP Negeri 42 Semarang.

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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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