



## The Use of a Play Approach to Improve Learning Outcomes for Passing Using the Inside Foot of Soccer Games in the Offline Learning Process of the Covid 19 Pandemic

Yudi Royanda Putra<sup>1</sup>, Dicky Hendrawan<sup>2</sup>

<sup>1,2</sup>Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Sumatera Utara, Indonesia

Street Alumunium Raya No. 77 Medan, Sumatera Utara, Indonesia

Received: 11-09-2024

Revised: 13-10-2024

Accepted: 27-10-2024

**Abstract:** This study aims to determine the increase in learning outcomes of ball passing techniques using the inner foot in soccer games in the offline learning process during the Covid-19 pandemic period for X grade students of SMK Tunas Pelita Binjai for the 2020/2021 academic year. The subjects of this study were students of class X with a population of 1 class with a total of 30 students, in the form of teaching through learning media in pairs and groups. The media of this research is Classroom Action Research. After the data is collected and analyzed, the results of the analysis are obtained: (1) from the first test results in the first cycle, 26 students (65%) have reached the learning mastery level, while 4 students (35%) have not reached the learning mastery level. With an average value of 74.05. (2). From the learning outcomes test I. In Cycle II, 36 students (90%) have reached the learning mastery level, while 4 students (10%) have not reached the learning mastery level. With the average value of the second cycle of learning outcomes is 81.50. In this result, it can be seen that there is an increase in the average value of student learning outcomes from cycle I to cycle II, which is 12 students, an increase in classical completeness by 30%. Based on the results of data analysis, it can be said that through learning using the media in pairs and groups it increases. With the results of learning the technique of passing the ball using the inner foot of the soccer game in Class X Students of SMK Tunas Pelita Binjai for the 2020/2021 Academic Year.

Keywords: Playing Approach, Inner Foot Passing

Keywords: Football; VO2Max; Speed Endurance

Correspondence author

Email: [yudiroyanda@gmail.com](mailto:yudiroyanda@gmail.com)

Copyright © 2024 Yudi Royanda Putra<sup>1</sup>, Dicky Hendrawan<sup>2</sup>



### INTRODUCTION

Sports are physical activities carried out to get a healthy and strong body, the activity itself tends to be fun and entertaining (Nugroho & Lubis, 2022). The word sport comes from the original Indonesian language, not the same as sport. Sport means to cultivate or perfect the body or physique. Looking at its purpose, sports are divided into three, namely educational sports, educational sports, achievement sports, and recreational sports. Educational sports are carried out in schools, achievement sports are carried out in sports clubs through sports branches, while recreational sports are carried out only to fill free time (Gustian & Palmizal, 2021). Football is the most famous sport in the world, not only by adults, children, men, even women play this sport (Wijaya, 2021). Football is a sport using a ball played by two teams, each consisting of 11 (eleven) people. Entering the 21st century, this sport has been played by more than 250 million people in

200 countries, making it the most popular sport in the world. The aim of football is to score as many goals as possible using a 27-28 inch leather ball into the opponent's goal. Football is played on a rectangular field, on grass or synthetic turf. The field used in this game is 50-100 yards wide and 100-300 yards long. The goal where the goal scorer is located at the end of the field with a net measuring 8 feet high and 24 feet wide (Zarone et al., 2022). The history of football began in the 2nd and 3rd centuries BC in China (Karim & Jahrir, 2022). Where the Han Dynasty was, people dribbled a leather ball by kicking it into a small net. A similar game was also played in Japan called Yesterday. In Italy, the game of kicking and carrying the ball was also popular, especially starting in the 16th century. Modern football began to develop in England and became very popular. In some competitions, this game caused a lot of violence during the match because there were no standard rules in football so that finally King Edward III banned this sport from being played in 1365. King James I of Scotland also supported the ban on playing football (Lubis & Syahputra, 2017). In 1815, a free development caused football to become famous in universities and schools (Wicaksana et al., 2021). The birth of modern football occurred at the Freemasons Tavern in 1863 when 11 schools and clubs gathered and formulated standard rules for the game. At the same time, there was a clear separation between rugby and soccer. In 1869, carrying the ball with the hands began to be prohibited in football. During the 1800s, the sport was brought by sailors, traders, and British soldiers to various parts of the world. In 1904, the highest association of world football (FIFA) was formed and in the early 1900s, various football competitions were played in various countries (Pamungkas, 2021).

The Indonesian people got to know the game of football from the Dutch. On April 19, 1930 in Yogyakarta, the All-Indonesian Football Association, abbreviated as PSSI, was formed, known by Mr. Soeratin Sosro Soegondo, who is known as the pioneering body of Indonesian football (Lubis et al., 2020). Now the Indonesian government, in this case the Ministry of National Education in collaboration with the Ministry of Youth and Sports of Football throughout Indonesia (PSSI) is holding a professional competition which is attended by students from junior high, high school, and university levels throughout Indonesia. This competition is divided and regulated with certain terms and conditions. Participants are regulated or limited by several terms and conditions. Junior high school/equivalent participants must be a maximum of 15 years old, while high school/equivalent participants must be a maximum of 18 years old for students/universities participants must be a maximum of 23 years old but for universities players who are allowed to compete on the field are players who are 21 years old (Ibrahim, 2022). An important factor that influences and is needed in the game of soccer is the basic techniques of the game of soccer (Rahmat & Isnawati, 2022). Mastery of basic techniques is an important requirement that must be possessed by every player so that the game can be played well. That the formation of players mostly occurs before the child is 14 years old. The basic soccer techniques are techniques that underlie soccer playing skills during the match, including techniques without the ball and techniques with the ball (Lubis & Nugroho, 2020).

Data obtained from Physical Education teachers of Class X SMK Tunas Pelita Binjai, Sports and Health from 40 students in class X there are 10 students (30%) who obtained the Minimum Completion Criteria (KKM) and 30 students (70%) who have not obtained the Minimum Completion Criteria (KKM). Students who have not obtained KKM are students who do not understand how to Pass the Inside Foot in the correct soccer game as well as the initial, contact and final positions of students in doing it according to existing regulations. This is due to the monotonous teaching and learning process carried

out by physical education teachers. In the process of learning physical education in schools, especially in soccer material, namely Passing the Inside Foot, teachers tend to carry out learning using a technical approach in teaching a sport. This means that teachers still emphasize mastery of branch techniques which create a monotonous learning process for students and do not prioritize students' understanding of the nature of physical education itself. The application of a technical approach will make it difficult for students to understand the meaning of the game in a sport, the impact of which is that students are not interested in the learning process. The unpleasant and joyful atmosphere will make students less motivated in following physical education lessons at school or outside of school.

Physical education teachers need to pay attention to or respond to this symptom, not to consider it as a normal thing. Moreover, if this is allowed to drag on, it is feared that it will reduce students' learning outcomes in general. It is necessary to find the right solution to this problem, so that students are more interested in the physical education learning process, especially in soccer material. In this case, one of the alternatives carried out in solving this problem is to try to apply a play approach in teaching the Inside Foot Passing material in soccer games. It is hoped that by including elements of practice in each learning process, accompanied by fulfilling the psychological needs of children of Junior High School age who are more egotistical and want to show the public that they have more abilities, then automatically the increase in the ability to Pass the Inside Foot of the ball will increase rapidly.

School is an institution and organization that is neatly arranged. All activities are planned and regulated according to the curriculum. And to face the progress of the times, the curriculum is always changed, improved and perfected so that what is given in schools to students can be used to face life challenges in the present and the future, so that schools are a place to learn so that life goals or ideals are achieved. This also applies to physical education and health subjects. Discussing the problem of sports coaching will never be separated from supporting elements such as a system consisting of organizing, procuring equipment, supporting facilities and infrastructure, funding and other factors that support development in the field of sports in general such as the socio-economic conditions of children being trained, as well as psychological aspects as a basis for psychological knowledge. This psychological aspect must receive serious attention from coaches and sports coaches. In order for the competency standards for physical education learning to be implemented in accordance with the guidelines, intent and objectives as stated in the curriculum, physical education teachers must be able to create effective and enjoyable learning. Therefore, researchers are interested in solving this problem by implementing a playing approach in teaching soccer material, namely Inside Foot Passing. Based on the description above, researchers want to know about the ability to pass the inside of the foot. Therefore, in this study the author wants to take the title "Using a Playing Approach to Improve Passing Learning Outcomes Using the Inside of the Foot in Football Games in the Offline Learning Process During the Covid 19 Pandemic for Class X Students of SMK Tunas Pelita Binjai in the 2020/2021 Academic Year".

## **METHOD**

In every research in science, it is generally aimed at finding, developing and testing the truth of a science. The research method is a way for researchers to achieve certain goals and objectives. The research method used in this study is classroom action research. Classroom action research (CAR) is an observation of learning activities in the form of an action that is intentionally presented in the classroom together. The action is

given by the teacher or with the direction of the teacher carried out by students in its implementation which is useful for revealing students' learning difficulties in the physical education learning process and how to overcome these difficulties as an effort to improve student learning outcomes in the material. The data reduction process is carried out by selecting, simplifying, transforming the data that has been presented in the field note transcript. This data reduction activity aims to see students' mistakes or shortcomings in carrying out the test and what actions are taken to correct these errors. In this activity, the data obtained from student learning outcomes are presented in the form of a table using a predetermined formula. In accordance with the book of maximum completion criteria (KKM) for the subject of physical education, sports and health at the junior high school level, KTSP Curriculum.

## RESULT AND DISCUSSION

### Result

This research was conducted at SMK Tunas Pelita Binjai in the 2020/2021 Academic Year. This research was conducted in two cycles, where each cycle contained actions in the form of implementing learning with passing with the inside of the foot in soccer games through a playing approach that was adjusted to the subject matter.

**Table 1.** Description of the Initial Test

No	Treatment	Rated aspect			Total Score
		Initial Attitude	Implementation Attitude	Advanced Attitudes	
1	Pre-test	Total: 112	Total: 106	Total: 116	Total:335
2	Cycle I	Average: 28.0	Average: 26.5	Average: 29.0	Average:83.75
3	Cycle II	Total: 121	Total: 116	Total: 122	Total:361

Based on the description table of the initial test results of the inside of the foot ball passing technique above, it can be seen that the learning outcomes of students in learning the inside of the foot passing are still low. Of the 30 students who were the subjects in this study, it turned out that only 6 students (40%) had already achieved learning completion, while the remaining 24 students (60%) had not achieved learning completion. The average value obtained only reached 68.00%. After the observation process was carried out, the next step was the Analysis process of the learning outcome data obtained. The learning outcome data from cycle I obtained were then reduced and presented in table form using a formula.

**Table 2.** Description of Learning Results Cycle I

No	Test Results	Number of students	Percentage	Description
1	Score > 75	26 Students	65%	Complete
2	Score < 74	14 Students	35%	Not Completed

After Observation II was conducted, the next step was to re-analyze the learning data that was determined. From the results of cycle II obtained, they were then reduced again and presented in a table form using the same formula as cycle I.

**Table 3.** Description of Learning Results Cycle II

No	Test Results	Number of students	Percentage	Description
1	Skore > 75	36 Students	90%	Complete
2	Skore < 74	4 Students	10%	Not Completed

From the development of cycle II, it can be seen that there is an increase in individual and classical learning outcomes that have been achieved, in the learning outcome test or cycle I, 65% were achieved. Students who achieved the completion of learning to pass the ball with the inside of the foot. In the learning outcome test II, there were 91% of students who achieved learning completion and there was an increase so that it can be concluded that learning the technique of passing the ball with the inside of the foot which was outlined in the learning outcome test cycles I and II experienced an increase in learning outcomes, both individually and classically.

**Table 4.** Comparison of Learning Outcomes of Initial Tests of Cycle I and Cycle II

Cycle	Not Completed	Percentage	Completed	Percentage	Average value
Initial Test	24	60%	16	40%	68,00
Cycle I	14	35%	26	65%	74,05
Cycle II	4	10%	36	90%	81,50

### Discussion

From the data analysis that has been done, it can be concluded that by using learning with passing with the inside of the foot in soccer games through a playing approach, it can influence and improve learning outcomes for the technique of passing the ball with the inside of the foot. Where it can be seen that the learning outcomes of students from the learning outcome test I can improve student learning on the subject of soccer, especially the technique of holding the ball on the inside of the foot. Where in the learning outcome test I, the results of the study were the percentage of the average value after being converted of 74.05 and the level of classical learning completion of students of 65% but had not met the expected classical completion criteria of 80%. Because there are several factors that students have not been able to achieve the level of learning completion, namely the lack of understanding of students with the process of carrying out the initial technique in the technique of passing the ball with the inside of the foot and the lack of student activity in independent training activities. Furthermore, it is necessary to make improvements to the actions in cycle II.

Then in learning in cycle II, it can be seen that there has been an increase in student activity from the previous cycle. From the test results of the analysis carried out, it was concluded that there had been an increase in student abilities. This improvement occurred after being given learning using a learning approach style using better paired and group media designed in cycle II which refers to reflection and experience in cycle I. In the learning outcome test II, the results of the study were obtained, namely the percentage of average scores after being conferred was 81.50 and the level of classical learning completion of students was 80%. This means that there is an increase from cycle to cycle. The increase in the percentage of average student learning outcomes from the previous test was 40% (17 students) and the increase in classical completion was 90% (36 students) and in cycle II the results showed that the expected classical learning completion criteria had been achieved. However, there are still some students who have not obtained individual learning completion even though the scores obtained have increased compared to cycle I and to fix the problem, the students are returned to the physical education teacher to improve the learning outcomes.

## CONCLUSION

Based on this, it can be concluded that learning using learning with passing with the inside of the foot in soccer games through a playing approach can improve learning outcomes for passing techniques with the inside of the foot in class X students of SMK Tunas Pelita Binjai in the 2020/2021 Academic Year.

## ACKNOWLEDGEMENTS

Acknowledgments to SMK Tunas Pelita Binjai helped conduct research or who funded it.

## CONFLICT OF INTEREST

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

## REFERENCES

- Gustian, M. A., & Palmizal, P. (2021). MOTIVASI LANSIA PADA AKTIVITAS OLAHRAGA. *Jurnal Olahraga dan Kesehatan Indonesia (JOKI)*, 2(1). <https://doi.org/10.55081/joki.v2i1.547>
- Ibrahim, A. E. L. (2022). Students' Perceptions Towards Learning of Health and Health Instructions in the Time of the Covid-19 Pandemic in Private Junior High School Students in Binjai Utara District TA 2020/2021. *Journal of Positive School Psychology*, 613-624.
- Iqroni, D. (2022). MEDIA SHOOTING MULTIGUNA OLAHRAGA BOLA BASKET UNTUK PEMBELAJARAN MAHASISWA. *Jurnal Olahraga dan Kesehatan Indonesia (JOKI)*, 2(2). <https://doi.org/10.55081/joki.v2i2.593>
- Karim, A., & Jahrir, A. S. (2022). KORELASI KOMPONEN FISIK DENGAN HASIL BELAJAR DRIBBLING SEPAK BOLA. *Jurnal Olahraga dan Kesehatan Indonesia (JOKI)*, 2(2). <https://doi.org/10.55081/joki.v2i2.589>
- Lubis, A. E., & Lestari, P. (2017). PENERAPAN PENDEKATAN BERMAIN PADA DRIBBLING BOLA BASKET SISWA KELAS VII SMP. *Jurnal Ilmiah STOK Bina Guna Medan*, 5(2), 62-69.
- Lubis, A. E., & Nugroho, A. (2020). First Aid Training Model for Physical Education Teachers. *TEGAR: Journal of Teaching Physical Education in Elementary School*, 4(2), 73-80.
- Lubis, A. E., Raharjo, F. M., & Nugroho, A. (2020). A Model of Basic Skill Test for Talent Scouting Soccer Athlete Candidates. *1st Unimed International Conference on Sport Science (UnICoSS 2019)*, 79-86.
- Lubis, A. E., & Syahputra, M. I. (2017). PENERAPAN GAYA MENGAJAR RESIPROKAL PADA PASSING SEPAK BOLA SISWA KELAS XI SMK. *Jurnal Ilmiah STOK Bina Guna Medan*, 5(1), 36-42.
- Nugroho, A., & Lubis, A. E. (2022). Manajemen Pengelolaan Sarana & Prasarana Keolahragaan. *JSH: Journal of Sport and Health*, 3(2), 1-12.
- Pamungkas, B. P. (2021). KONTRIBUSI ZIG-ZAG DRIBBLING DRILL DAN 15 YARD TURN DRILL TERHADAP DRIBBLING SEPAK BOLA. *Jurnal Olahraga dan Kesehatan Indonesia (JOKI)*, 2(1). <https://doi.org/10.55081/joki.v2i1.541>
- Rahmat, M. Y., & Isnawati, N. (2022). KONTRIBUSI PERMAINAN BOWLING TERHADAP MOTORIK KASAR SISWA. *Jurnal Olahraga dan Kesehatan Indonesia (JOKI)*, 2(2). <https://doi.org/10.55081/joki.v2i2.588>

- Wicaksana, A. S., Setyawan, D. A., & Zahraini, D. A. (2021). KONTRIBUSI GIVE AND GO PASSING DRILL DAN RONDO GAME TERHADAP PASSING SEPAK BOLA. *Jurnal Olahraga dan Kesehatan Indonesia (JOKI)*, 2(1). <https://doi.org/10.55081/joki.v2i1.540>
- Wijaya, A. W. E. (2021). MANAJEMEN PEMBINAAN PRESTASI DI SEKOLAH SEPAK BOLA. *Jurnal Olahraga dan Kesehatan Indonesia (JOKI)*, 2(1). <https://doi.org/10.55081/joki.v2i1.542>
- Zarone, Z. S., Putranto, D., & Walton, E. P. (2022). Analisis Daya Tahan Siswa Ekstrakurikuler Olahraga Sepak Bola. *Jurnal Olahraga dan Kesehatan Indonesia (JOKI)*, 3(1). <https://doi.org/10.55081/joki.v3i1.641>