



## **Efforts to Improve Learning Outcomes of Dribbling in Learning Football Games Through the Application of Learning Interaction Teaching Styles SMP Muhammadiyah 57 Medan**

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**Abstract:** This study aims to see the results of students' dribbling learning in sports lessons with a learning model of learning interaction teaching style at SMP Muhammadiyah 57 Medan in the 2020/2021 Academic Year. This research includes classroom action research. The subject of this research was taken at SMP Muhammadiyah 57 Medan in the 2020/2021 academic year with a total of 20 students consisting of 17 students and 3 students. At the beginning of the KBM learning outcomes test (Pretest), with an average data of 63 with a passing percentage of 30%, it shows that the ability to dribble by students is still low. Then continued with KBM using the learning model of learning interaction teaching style, at the end of the first KBM and the second KBM, a ball dribbling learning outcome test was conducted. Cycle I obtained an average grade of 71.3, the percentage of graduation was 70% of class students whose grades were above the KKM and experienced an increase. in Cycle II with an average grade of 86.2 with a passing percentage of 86% of class students whose grades are above the KKM. From these data it can be concluded that the value of students' dribbling learning outcomes has increased from before being treated with the teaching style learning model of learning interaction to the first cycle and also increased in the second cycle. The application of the teaching style learning model of learning interactions during KBM students are very happy, and very enthusiastic. However, there are still limitations in the research conducted at SMP Muhammadiyah 57 Medan for the 2020/2021 Academic Year, namely the material discussed in this study is "dribbling", this does not guarantee that other materials will experience higher learning outcomes. same and further research should be carried out.

**Keywords:** Learning Outcomes; Teaching Style of Learning Interaction

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### **INTRODUCTION**

As time goes by, the world of education also requires various innovations. This is important to improve the quality of education, not only at the theoretical level but can also be directed towards things that are more fractional in nature. However, in reality, education in our country is still not evenly distributed, seen from students' UAS scores which are still far from the desired standard scores.

In the National Education Standards it is explained that, learning process standards in educational units are carried out in an interactive, inspiring, fun, challenging (Marta & Oktarifaldi, 2020; Nurkadri et al., 2021)manner, motivating students to participate actively and providing sufficient space for initiative, creativity and independence in accordance with talents, interests and physical development. as well as the psychology of students.

Whether they admit it or not (although there is still no concrete research), many feel that the education system, especially the teaching and learning process, is boring. In a site on the internet it is written that the fact that recently there have been many complaints from students about education. Among them, students think that current education does not provide freedom of thought, there is a lot of memorization, many subjects pursue a curriculum, they teach knowledge not skills, and they teach a lot of logic without involving emotions. This is in accordance with research experience when implementing a field experience program among Class VII students of SMP Muhammadiyah 57 Medan in the 2020/2021 academic year, researchers found that many students enjoyed Physical Education subjects because they just wanted to relieve their boredom with other subjects without understand what the benefits of Physical Education are for them. They also prefer to study in the field rather than receiving learning materials in the classroom. Apart from that, they think that Physical Education is not important for female students because the benefits are not visible in everyday life. The physical education subject matter is also considered very easy, so the thought arises that learning physical education is not that important to learn.

In order to comply with current curriculum demands, teaching strategies are needed that can make students play an active and responsive role in the learning process (Dhian Agung Prakoso, 2022). One of them is by developing effective and efficient teaching methods in accordance with curriculum demands. However, choosing an appropriate and harmonious teaching method to achieve learning goals is not as easy as turning the palm of your hand, sometimes the alternative that is considered the most appropriate, sometimes results in less than optimal learning outcomes achieved by students. However, if the teacher's teaching method can create a pleasant atmosphere during the learning process, the teaching material delivered by the teacher will be easily absorbed and understood by students.

Apart from that, teachers are often less professional in teaching Physical Education. This shows that many Physical Education teachers make mistakes in implementing a good learning system (Armanjaya et al., 2023; Dandy Wahyu Utama, 2020; Tarigan & Winata, 2020). The teacher should provide the material to be taught first before students practice the learning material. However, the reality is that teachers only give students the freedom to practice Physical Education subject matter without caring that the students do not yet have a basic knowledge of the material, so that there is a negative perception towards learning Physical Education, namely that it is a lesson that is not too important to learn.

Physical education (Penjas) is a part of education that is delivered through physical activity or one of the sports. Where the physical activity approach is more dominant in sports activities, because physical education is very closely related to sports coaching, as stated in Law of the Republic of Indonesia Number 3 of 2005 concerning the National Sports System. Sports are all aspects related to sports that require regulations, education, training, coaching, development and supervision. National Sports are sports based on Pancasila and the 1945 Constitution of the Republic of Indonesia which are rooted in sports values, Indonesian national culture, and responsive to the demands of sports development. Sports education is physical education and sports carried out as part of a regular and continuous educational process to acquire knowledge, personality, skills, health and physical fitness. Achievement sports are sports that foster and develop athletes in a planned, tiered and sustainable manner through competition to achieve achievements with the support of sports science and technology.

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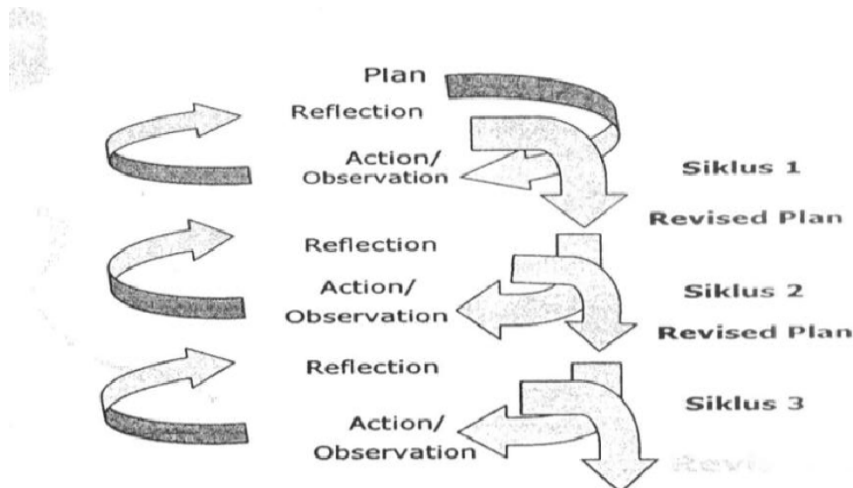
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The concept of football is one of the subjects that is quite difficult because it consists of basic techniques that are quite complicated to learn so in-depth understanding is needed in order to master this material completely. Because besides having to know how to play soccer, students also have to know the basic techniques for playing soccer, one of the basic techniques is dribbling the ball. For this reason, it is necessary to choose the right method in teaching this material. Seeing this reality, researchers are interested in applying the interaction teaching style learning model to the topic of dribbling in the game of soccer. By applying this method, it is hoped that students can easily understand the concepts of learning material by relating them to everyday life by demonstrating them with applications from their daily experiences, so that there is a significant increase in student learning outcomes.

## METHOD

In accordance with the problems and objectives of the research which aims to find information about the use of the Learning Interaction learning model in efforts to improve dribbling learning outcomes in soccer games in Class VII SMP Muhammadiyah 57 Medan for the 2020/2021 Academic Year. The research method that will be used is Classroom Action Research (PTK). This research method is Classroom Action Research. The approach used is a qualitative approach which is useful for revealing students' learning difficulties in the physical education learning process as well as how to overcome these difficulties as an effort to improve student learning outcomes in this material.



**Figure 1.** Research Design

According to Arikunto, (2010:16) states that in general in each cycle there are four stages that are passed in carrying out classroom action research, namely planning, acting, observing and reflecting. Every research in science generally aims to discover, develop and test the truth of a science. Research methods are the methods used by researchers to achieve certain aims and objectives. The research method used in this research is Classroom Action Research. The research subjects in this study were all Class

VII students of SMP Muhammadiyah 57 Medan for the 2020/2021 academic year, totaling 20 students, 17 boys and 3 girls.

## RESULT AND DISCUSSION

### Result

This research was carried out in the Class VII field of SMP Muhammadiyah 57 Medan in the 2020/2021 academic year. In accordance with the initial actions taken by Class VII students of SMP Muhammadiyah 57 Medan for the 2020/2021 academic year, the problem that occurred was that students lacked the intention to carry out basic techniques for dribbling the ball in soccer games. The description of the results of daily student grades obtained by students can be seen in the following table below:

**Table 1.** Student Daily Grade Results

| No | Treatment            | Rated aspect                 |                             |                             | Value                        |
|----|----------------------|------------------------------|-----------------------------|-----------------------------|------------------------------|
|    |                      | Foot Stance                  | Head Movement               | Hand Movement               |                              |
| 1  | Student Daily Values | Total : 99<br>Average : 3,3  | Total : 57<br>Average: 1,9  | Total : 72<br>Average :2,4  | Total : 228<br>Average : 7,4 |
| 2  | Post Test Cycle I    | Total: 110<br>Average : 3,4  | Total : 44<br>Average:2,2   | Total: 81<br>Average : 2,7  | Total : 235<br>Average : 8,3 |
| 3  | Post Test Cycle II   | Total : 114<br>Average : 3,8 | Total : 75<br>Average : 2,5 | Total : 84<br>Average : 2,8 | Total : 275<br>Average : 9,1 |

It is known that the daily score of students dribbling the ball, can be seen the average score of students in carrying out ball dribbling techniques, namely foot stance 3.3, head movement 1.9, hand movement 2.4. In this case, students have not yet completed their learning to dribble. The average class score obtained is only 63 (incomplete).

In cycle I the average score obtained by students in carrying out ball dribbling techniques was foot stance 3.4, head movement 2.2, hand movement 2.7. In the treatment cycle I, learning to dribble has improved but is not yet in accordance with the classical completeness of learning outcomes because there are still many difficulties experienced by students. The average class score obtained is 71.3 (not yet complete), so in this case learning continues in the cycle treatment II.

In cycle I the average score obtained by students in carrying out ball dribbling techniques was foot stance 3.8, head movement 2.5, hand movement 2.8. It can be seen that the second cycle of treatment has experienced an increase in accordance with the completeness of the learning outcomes, the average class score obtained has reached 76.2 (complete).

### Discussion

Based on the results of research and evaluations carried out by researchers, it can be concluded that through the use of the Interaction Teaching Style, the process of learning to dribble in the game of football can be improved so that student learning outcomes are expected to be better than before. From the results of the research carried out, it appears that in cycle I there were still many students who had not achieved

classical learning completeness. This is because there are difficulties experienced by students during learning.

From the results of the research carried out, it can be seen that in cycle I the classical percentage results were 70%, then increased to 86% in cycle II. From the data analysis it can also be seen that student learning outcomes from learning outcomes tests before using the Interaction Teaching Style were still very low namely 63. So a learning technique was carried out using the Interaction Teaching Style in the process of learning to dribble the ball. It can be seen that the student learning results from the first cycle learning results test using the learning variation method have met the completeness criteria, namely 71.3, but the classical learning results have not been completed, namely 70%. This is because there are difficulties experienced by students during learning, including the following:

1. Students tend to look too much at the ball/look down when dribbling the ball so that students cannot properly follow the target's path provided. To overcome this, the teacher must model the correct movement when dribbling the ball.

2. There are still some students when dribbling the ball, the position of the ball is too far from their feet, so that the students cannot control the ball.

From the results of the research carried out, it can be seen that in cycle I it was 70%, then it increased in cycle II to 86%. The results of students' ball dribbling learning using KKM in cycle I reached 71.3%. Learning to dribble the ball was completed classically after cycle I, this was due to the provision of motivation that sparked students' enthusiasm for learning and added variations in learning. Meanwhile in cycle I, students were not yet accustomed to the teaching methods provided by researchers, so students needed to adapt to the learning methods provided by researchers. One of the causes of failure to achieve the objectives of the planned learning program is a lack of knowledge or inability to choose the method used so that students cannot achieve the learning objectives.

The obstacles faced by students in the teaching and learning process are due to their lack of familiarity with the teaching methods provided by the teacher. Because so far the teaching methods received by students have never varied. In this sense, 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 class and outside of class as well as independent learning. A person's success in his studies is the result of the students' abilities and abilities, partly due to appropriate teaching and learning methods and partly because of the environment.

## **CONCLUSION**

Based on the results of the research and discussion, it can be concluded that learning through the Interaction Teaching Style can improve learning outcomes for dribbling the ball in soccer games for Class VII students at SMP Muhammadiyah 57 Medan.

## **ACKNOWLEDGEMENTS**

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## **CONFLICT OF INTEREST**

This study has no conflicts of interest related to the reported research.

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