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## The Effectiveness of Training Methods to Improve Dribbling Learning Outcomes in Class XI Students of Senior High School Kristen Dobo

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### **ABSTRACT**

*The purpose of the study was to apply the exercise method in physical education learning to improve dribbling learning outcomes in class XI of SMA Kristen Dobo, Maluku. The research method used is quantitative with classroom action research design carried out 3 times in cycle I and cycle II through the stages of planning, implementation, observation, and reflection. The population of this study was class XI MIPA, SMA Kristen Dobo and the sample used was 56 students. The sampling technique used cluster sampling. Data collection on the results of learning to dribble in football games was analyzed qualitatively and quantitatively. The results showed that the use of training methods can improve the learning outcomes of dribbling. There is a significant increase in learning outcomes of dribbling in soccer games by 50% (completed) and increasing in the second cycle with a percentage of 88% (completed). Through the training method in physical education learning, students are more active and provide a positive response to the learning process so that students more easily understand dribbling well.*

**Keywords:** Learning Outcomes; Dribbling; Football; Training Methods.

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### **INTRODUCTION**

The nature of Sports Physical Education and Health (PJOK) includes all elements of fitness, physical movement skills, health, games, sports, dance, and recreation. The essence of PJOK learning, which requires physical movement, is that the learning is carried out in open spaces or the field (Nurkholis, 2021). The method for sports education is the deductive method or the command method, with a variety of assignments, demonstrations, and a little explanation (Marheni et al., 2020). Physical education is an inseparable part of education in general which is classified into three domains that need to be considered in the teaching and learning process, namely affective, cognitive and psychomotor (Muhyi et al., 2021). The affective domain includes goals that focus on feelings and emotions such as interests, attitudes, and appreciation. The cognitive domain focuses on intellectual

outcomes such as knowledge, understanding, and thinking skills. The psychomotor domain aims at movement skills (Ngatman, 2017).

Football material in physical education is one of the materials that are in great demand by students so in its application it must use learning designs that are suitable and easily understood by students (Liu et al., 2022). Dribbling is part of football material that must be mastered by students who not only have a strong mentality but every game has good basic techniques as well as the ability of players to master basic techniques that can support their performance in playing soccer (Laksono & Rachman, 2020). Through physical education learning, especially soccer in the technique of dribbling the ball, the teacher must master the material being taught, besides that the teacher must also be creative in making various variations of learning that aim to reduce student boredom during the learning process (Supriadi et al., 2022).

Football is a game in kicking a ball that is heavily contested by players from two different teams to enter the ball into the opponent's goal and defend one's own goal not to concede the ball (Maujud et al., 2021). According to Fatahillah (2018), the notion of football is a group game that involves many elements, such as physical, technical, tactical, and mental. In football, ball dribbling is a method of moving the ball from one point to another on the field using the feet, the ball must be close to the feet for easy control. Players do not have to constantly look at the ball, they must also look around with their heads held high to observe the situation on the field and monitor the movements of other players (Kusuma, 2021).

According to Aswar (2018) explaining that students' ball dribbling skills are still a little lacking because there are still many mistakes in the technique, this is the main key in dribbling the ball. Whereas in football dribbling the ball it is very important to master the ball to get the victory. Dribbling ball is the result of student learning in physical education subjects that must be possessed. Learning Outcomes are statements that determine what students will know, can do, or can show when they have completed or participated in learning. Student learning outcomes determine actions by students that must be observable, measurable, and demonstrable (Taufik & Gaos, 2019). Dribbling ball is part of learning outcomes in physical education learning that must be possessed by students so that students ball dribbling abilities develop.

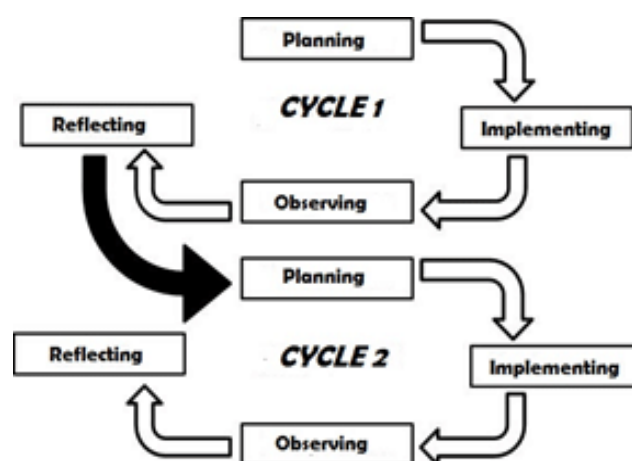
Physical education learning needs professional teachers, with innovative teachers who can make learning more effective to improve student learning goals or outcomes. In

the learning process, physical education requires methods or strategies so that learning objectives can be achieved optimally (Quennerstedt, 2019). The success of the implementation of learning methods is very dependent on the way the teacher uses learning methods because a learning strategy can only be implemented using innovative learning methods (B. A. Pratama, 2018). The method of training in physical education learning can be an alternative to improve students' ball dribbling skills in soccer material (Astuti, 2019). With the practice method, students will easily understand football techniques, especially dribbling.

The training method is a way of teaching by practising repeatedly or continuously to instil certain habits. The training method is a teaching technique that encourages students to carry out training activities to have higher dexterity/skills than what is learned (González & Sánchez, 2018). Previous research (Syukur & Soniawan, 2015; Thomas et al., 2021) explains that the training method will be very effective if it is applied properly in the learning process so that students gain agility, accuracy, opportunity, and skills. The purpose of this study was to analyze the effectiveness of the training method in physical education learning aimed at improving students' ball dribbling learning outcomes so that students' self-driving abilities increased according to the technique.

## METHOD

The method used in this research is a quantitative research method with a class action research design (Nugroho, 2018). Classroom action research is an effort used to improve or improve the quality of learning (Meesuk et al., 2020). This classroom action research will be carried out in several cycles, each cycle includes: Planning, Action, Observation, and Reflection which is described in the following figure (Parnawi, 2020):



**Figure 1.**

**Classroom Action Research Cycle**

This study analyzes the learning outcomes of students' activities to what extent the improvement of students' ball dribbling abilities after a post-test is carried out at the end of each cycle, namely by looking at students' mastery of the learning process through the exercise method. Students will focus on the learning model applied by the teacher to understand the ball dribbling technique well.

The data collected through the test of learning to dribble in the game of football is taken through a test at the end of each cycle, and then analyzed to find the average and complete learning of students both individually and classically. Furthermore, the data is adjusted to the learning completeness criteria that have been set in the indicators of this study. Meanwhile, data on student activity through observation were analyzed descriptively and qualitatively based on the results of observations and reflections. The results of data analysis are expected to increase, if it turns out that the results in the first cycle are not what is expected as set out in the indicators, it will be continued in the next cycle. The cycle can be stopped if the learning outcomes of students have reached the criteria of completeness both individually and classically. The data analysis technique used in this study is to calculate the average results achieved by students by using the formula:

$$P = \frac{F}{M} \times 100 \quad (1)$$

**RESULTS AND DISCUSSION**

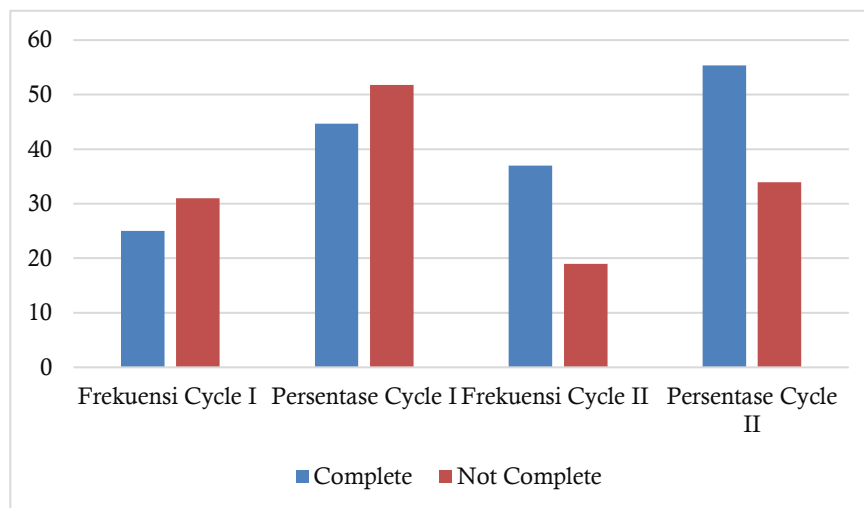
The distribution of frequencies and categories of completeness of ball dribbling learning outcomes for students of class XI MIPA Christian High School Dobo, Aru Islands, Maluku in cycle I and cycle II are as follows.

**Table 1.**  
 Learning Outcomes Cycle I and Cycle II

Category	Cycle I		Cycle II		Classification
	F	%	F	%	
86-100	0	0	12	21.43	Best
71-85	25	44.65	25	44.64	Good
56-70	29	51.78	19	33.93	Average
41-55	2	3.57	0	0	Bad
0-40	0	0	0	0	Worst

Table 1 explains that 56 students became the research sample, the learning outcomes in the first cycle there were 25 students in the good category, 29 students scored

in the sufficient category, and 2 students in the poor category. Cycle II showed an increase in student learning outcomes seen by as many as 12 students who scored in the very good category, 25 students who scored in the good category, and 19 students who scored in the moderate category. The recapitulation of learning outcomes through cycles I and II can be summarized in the following figure.



**Figure 1.**  
Completeness of Student Learning Outcomes Cycle I and Cycle I

Figure 1 explains that there are differences in student learning outcomes in cycles I and II. Cycle I obtained a percentage of 44.65% with a total of 25 students who completed, and 31 students who did not complete with a percentage of 55.35%. Cycle II shows that student learning outcomes have increased with the application of the training method as many as 37 students with a percentage of 66.0% declared complete, and students who did not complete as many as 19 students with a percentage of 33.93%. Thus, the training method implemented in PJOK learning is said to be effective for improving student learning outcomes, especially technical ball dribbling.

Based on the K13 students are said to be complete if the students have achieved the standard KKM score of 75. While in this study the achievement of the KKM value in the second cycle has been achieved. Thus, the proposed hypothesis can be accepted, namely, the application of training methods in PJOK learning can improve dribbling learning outcomes for students of class XI MIPA Christian Senior High School Dobo, Maluku. Pratama & Sulendro (2022) explains that the training method aims to make practical activities carried out by students more meaningful about specific learning material areas and provide knowledge about learning outcomes quickly and accurately. The dribbling ball is part of the character-based material so the practice method will be very suitable and

meaningful for students to improve learning outcomes. Turna & Alp (2020) explains that the exercise method also has excellent advantages for practice-based learning because it can develop habits carried out by the exercise method. In addition, the training method can shape the accuracy and speed of implementation in understanding the material presented, with the habit-forming exercise method making complex, complicated movements can become automatically easy to understand.

The training method applied in PJOK learning will be very interesting to improve student learning outcomes with practice-based materials. Through the learning exercise method, it will be much easier for students to understand because it can affect better patterns and movements (Deri et al., 2018). Many factors influence the use of training methods, which in the process will also result in different changes in human movement behaviour. The training method has an effective impact because it can improve students' ball dribbling skills so that students' soccer playing skills can develop (Zulkarnain & Haqiyah, 2018). Thus, every teacher should when teaching practice-based material in PJOK use the practice method so that the material is conveyed to students.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

The results of the research analysis showed that there was a significant increase in the learning outcomes of the ball dribbling abilities of students in class XI MIPA Christian Senior High School Dobo, Maluku. This is based on the analysis of the first cycle, the student's score level increased by 44.65%, while in the second cycle it much more increased with the acquisition of 66.07%. This means that the application of the training method in PJOK learning to improve students' ball dribbling learning outcomes is effective and significant in terms of the student's mastery scores more than those using conventional methods. The training method has urgency in practice-based learning because it applies strategies repeatedly and seriously aims to strengthen associations or perfect a skill so that it becomes permanent.

### Suggestions

Education practitioners and further researchers need a combination of other methods or strategies in PJOK learning to improve students' ball dribbling ability learning outcomes, with the combination that will certainly make it easier for students to receive an understanding of football material.



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