



Efforts To Improve Football Shooting Skills With The Teams Games Tournament (TGT) Method For Grade X-2 Students of SMA Negeri 2 Bojonegoro

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ABSTRACT

The difficulty faced in this study was that grade X-2 students at SMA Negeri 2 Bojonegoro were not good at shooting a ball. The purpose of this study was to see if the Teams Games Tournament (TGT) technique helped grade X-2 students of SMA Negeri 2 Bojonegoro improve their shooting skills while playing football. Classroom Action (PTK) is the research technique used here. A total of 36 students were included in this study, all in grades X-2. Information is gathered through the use of football shooting tests and visual recordings. The results of this study show that using Teams Games Tournament (TGT) to practice football shooting skills is effective. Cycle I had a 41.67 percent completion rate for football shooting skills; cycle II saw that figure rise to 86.11 percent. Students of grades X and 2 of SMA Negeri 2 Bojonegoro experienced significant growth in shooting skills after participating in the Teams Games Tournament (TGT). The study's anticipated recommendation is to use the Teams Games Tournament (TGT) approach to improve goalscoring prowess in football matches.

Keywords: Skill; Shooting Football; Teams Games Tournament Method.

INTRODUCTION

One of the important foundations in people's lives is education. The younger generation can develop all their potential with the provision of education (Barnaman & Priambodo, 2020). Education is the only way to build superior human resources so that a nation can be said to be successful (Ma'arif, 2022). Education is an uninterrupted series of processes aimed at developing all potentials, skills and behaviours of individuals so that their lives benefit themselves and others (Janah, 2018). Education in general can be interpreted as a process carried out to develop all self-potential, both in skills, spiritual,

intelligence and morals obtained through learning processes such as physical education (Barnaman & Priambodo, 2020).

Physical education is an activity of interaction and socialization with physical activities (Sahabuddin et al., 2020), sports and health to improve physical fitness and to get a complete education (Suherman, 2018). Physical education is an activity carried out through physical activity to improve several aspects, namely fitness, movement skills, affective, cognitive and emotional intelligence in the learning process (Kodir, 2019). Physical education by its essence is one of the educational processes in which physical education is carried out through physical activity activities to bring about overall changes in the physical, mental and emotional qualities of individuals (Romadhan, 2018).

The objectives of Physical Education include fostering the development of students' physical knowledge, motor skills, critical thinking skills, social skills, punishment skills, emotional stability, ethical behaviour, and knowledge of the world around them (Hasrion et al., 2020). Facilities and infrastructure are learning media that are bound to achieve physical education, sports and health learning (Sukamto et al., 2021). Physical activity is a means for a student to develop their potential by following compulsory subjects, namely physical education. Sports games are a form of physical activity that can be taught through game activities. In physical education subjects at school, the compulsory game sports material is football learning (Qohhar & Pazriansyah, 2019).

From some of the opinions above, it is concluded that physical education is an activity or activity carried out through a physical activity to improve physical fitness. In addition to improving physical fitness, physical education can also develop mental and emotional potential or quality (Sahabuddin et al., 2022). To achieve a goal of physical education, sports and health, some things are bound in it, namely facilities and infrastructure. Physical activity can be carried out at school by following the compulsory subjects of physical education, one form of physical activity, namely through compulsory material for football games.

Extracurricular and extracurricular activities are a way to develop football learning in the physical education curriculum, In addition to being taught basic techniques and how to play football (Ishak et al., 2023), students also grow to develop social attitudes. Therefore, in physical education in formal education football has an important position (Qohhar & Pazriansyah, 2019). Football is a game sport that is played by two groups, where each team or team has 11 players, and one player acts as a goalkeeper. This big ball game aims to put the ball into the enemy's goal as much as possible and defend his own

goal so as not to concede (Mubarok & Mudzakir, 2020). Among people in general, football is not something that makes me wonder. Because, this sports game has gone global and is now able to be played by anyone, both children, adults and a woman (Rudian Tirta et al., 2021). Football is a team sport, this team game is generally played by eleven people per team or team and several reserve players (Burhanuddin et al., 2022). Each player has a specific role including goalkeeper, bottom, middle and top players. Within 90 minutes the team that can score the most goals than the team is declared the winner (Dhimas et al., 2020). Achieving the goal of the game of football requires teamwork (Sudirman et al., 2022), good basic football techniques need to be mastered and trained regularly, purposefully and repeatedly by football players to get good technical skills, one of the techniques is the shooting technique (Santosa & Ishak, 2018).

In the game of football, shooting becomes the most important and main factor (Saepudin, 2017). Shooting is the contributor or source of scoring most goals in football (Ardian et al., 2019). Shooting is a technique or attempt to put the ball towards the enemy's goal by kicking (Sinaga, 2018). Shooting is an effort made by a football player using a certain technique that is owned to enter the ball into the opponent's goal (Riswanto et al., 2022). Basic techniques in shooting must be considered when shooting, starting from the starting position (Yudis Korin Sihanita, 2021), and the execution of motion to the end of the movement so that the shooting can be well directed (Masyni & Triyono, 2018). Good technique is needed to shoot optimally and the right learning method is needed to achieve good technique (Hasrion et al., 2020).

Based on the results of observations made on October 3, 2022, at SMA Negeri 2 Bojonegoro in the subjects of Physical Education, Sports and Health, it is known that the problem that occurs, namely the low mastery of skills or abilities of shooting techniques in football games in grade X-2 students of SMA Negeri 2 Bojonegoro. When shooting football, there are still many students who have difficulty in doing football shooting techniques correctly. Of the 36 students in class X-2, there were 9 students or 25% who passed, while students who did not pass as many as 27 or 75%. This happens because learning is monotonous and less innovative so students feel bored and less enthusiastic when learning. Based on the above problems, researchers are interested in examining the football shooting skills of grade X-2 students at SMA Negeri 2 Bojonegoro. Therefore, the thought arose from researchers to provide a Teams Games Tournament learning method to improve shooting skills in football games for grade X-2 students at SMA Negeri 2 Bojonegoro.

According to research by Wigantara & Kartiko (2019), science students 1 SMA Negeri 17 Surabaya, class XI, experienced an increase in shooting accuracy of 59.19% after participating in TGT. Because of its emphasis on teamwork and its ability to inspire healthy competition among students, Teams Games Tournament (TGT) was chosen as the learning technique for the study (Sembiring et al., 2020). Cooperative learning type Teams Games Tournament (TGT) is a group learning method where each group consists of 4 to 6 people. In this method students with the highest ability become tutors for friends in their group (Kadry et al., 2021) and the Teams Games Tournament (TGT) method involves all students (Amanah, 2018). The Teams Games Tournament (TGT) method is a learning method designed in the form of group learning activities to improve the skills of students (Dosinaen et al., 2020), this method is in the form of group discussions and games which will then be competed between learning groups (Romadhan, 2018). The stages in the application of the Teams Games Tournament (TGT) method, namely material delivery, group discussions (teams), games (games), matches (tournaments), and group awards (team recognition) (Ardian et al., 2018).

Researchers chose SMA Negeri 2 Bojonegoro as the location or place of research because its geographical location is in the middle of the city of Bojonegoro so that access to information and facilities is supportive. Class X is used as a research subject because in class X an independent curriculum has just been implemented and is still in the process of adaptation, so the right learning method is needed. Meanwhile, researchers choose class X-2 because based on cluster sampling techniques, class X-2 is chosen to be the object or sample of research. Researchers choose cluster sampling techniques because the population number is too broad and it is impossible for researchers to examine the entire population.

Given this problem, researchers have an interest in conducting a study called Efforts to Improve Football Shooting Skills with Teams Games Tournament (TGT). The purpose of this study was to see whether students' football shooting skills improved through the use of the Teams Games Tournament (TGT) method in class X-2 at SMA Negeri 2 Bojonegoro.

METHOD

This study used the Classroom Action Research (PTK) method. Cycles are used in this study because the phases of the cycle are as follows: (1) planning; (2) Actions; (3) Observation; and (4) Reflection (Arikunto, 2015). The subjects in the study were grade X-2 students of SMA Negeri 2 Bojonegoro which had a total of 36 students, of which there were 17 male students and 19 female students using cluster sampling techniques. The

implementation of this research is from May 2, 2023, to June 6, 2023. This research activity was carried out up to 2 cycles, wherein in each cycle 3 meetings were held, so there were 6 meetings for 2 cycles in this study. The research instrument used in this study is football shooting skills.

The data collection techniques used in this study were football shooting skills tests and documentation. The data from the data collection is then carried out through a data analysis. Quantitative descriptive data analysis was used in this study. Quantitative descriptive data analysis techniques aim to describe the data results of the shooting skills test of learners. The test results are calculated in the following way and formula:

$$\text{Value} = \frac{\text{Number of Scores obtained}}{\text{Maximum Number of Scores}} \times 100\%$$

Table 1
 Learning Completeness Criteria Physical education, sports and health

Completeness Criteria	Qualification
≥ 75	Complete
< 75	Incomplete

Source : (Saepudin, 2018)

Students are said to achieve completeness when they achieve a minimum score of 75 on the test results. Classical completeness is achieved if all students reach 80% with a minimum score of 75. The formula used for the determination of classical completeness is:

$$P = \frac{F}{N} \times 100\%$$

Furthermore, the following is a category of shooting skills in the game of football.

Table 2
 Football Shooting *Skill* Categories

Value	Classification	Meaning
92-100	A	Excellent
83-91	B	Good
75-82	C	Enough
66-74	D	Less
<65	E	Very Lacking

Source : (Saepudin, 2018)

RESULTS AND DISCUSSION

Pre Cycle (Pre-Action)

Before conducting a study, initial observations are first made. Researchers make an initial observation to determine the initial conditions of the situation in the field. These

observations are observations when the implementation of the learning process is in progress. The football shooting skill test is carried out to measure the extent of students' skills in carrying out football shooting techniques skills. The following are the results of observations of pre-research football shooting skills before applying the Teams Games Tournament (TGT) learning method when football shooting teaching and learning activities are presented in the table as follows:

Table 3
Description of the initial condition (pre-cycle)

Value	Classification	Information	Sum	Percentage
92-100	A	Excellent	0	0%
83-91	B	Good	3	8,30%
75-82	C	Enough	6	16,70%
66-74	D	Less	12	33,30 %
<65	E	Very Lacking	15	41,70%
Sum			36	100%
Average rating				65,06 %
Classical completeness (%)				25 %

Based on the description of the pre-cycle data that has been found, it can be concluded that there are only a few students who can be said to be complete or achieve a predetermined minimum score, namely by getting a score of 75 and above. Based on the table above, it can be seen that none of the students are classified as "very good" or 0%. The "good" category amounted to 3 students representing 8.30% of the total. The "sufficient" category amounted to 6 students or equivalent to 16.70%. The "less" category amounted to 12 students or 33.30%. Finally, the "very little" category amounted to 15 learners or represented 41.70%. In this pre-Action or observation result 9 students or 25% may pass or complete, while 27 or 75%, may not complete. These results have not reached the classical completeness of 80% of the total number of students. Therefore, an Action was designed to improve students' football shooting skills. This action is carried out in several stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection.

Cycle I

The first meeting cycle is carried out in three meetings, with each meeting consisting of two hours of instruction (2 x 45 minutes) which will be held on Tuesdays from May 2, 2023, to May 16, 2023 according to the schedule of physical education, sports and health classes X-2 SMA Negeri 2 Bojonegoro. Here are the results of the Action in cycle I.

Table 4.
Description of Cycle 1 Results

Value	Classification	Information	Sum	Percentage
92-100	A	Excellent	0	0%
83-91	B	Good	4	11,11 %
75-82	C	Enough	11	30,56 %
66-74	D	Less	13	36,11 %
<65	E	Very Lacking	8	22,22 %
Sum			36	100%
Average rating			69,93	
Classical completeness (%)			41,67 %	

Based on the table above in cycle I, it can be seen that there are no learners classified as "very good" or 0%. The "good" category amounted to 4 students representing 11.11% of the total. The "sufficient" category amounted to 11 students or equivalent to 30.56%. The "less" category amounted to 13 students or 36.11%. Finally, the "very little" category amounted to 8 learners or represented 22.22%. In cycle 1, students who passed or completed as many as 15 students or 41.67%, while students who had not completed as many as 21 students or 58.33%. So in the first cycle, there was an increase of 16.67%. Although there has been an increase in football shooting skills in grade X-2 students of SMA Negeri 2 Bojonegoro, it has not achieved what was expected, namely achieving classical completeness of 80% of students with a minimum score of 75. After an observation, there are several weaknesses or shortcomings in this first cycle, including feedback and perception are still lacking, so they have not been able to stimulate students to learn football shooting, some students still joke with their friends so they do not pay attention to the material presented and students are still unruly. There is no significant reinforcement on the part of the researcher to motivate students to engage with the subject matter and follow the learning process seriously. And students still have difficulties when shooting football. In addition to some of these things, students are easily distracted or affected by the surrounding environment so their concentration on learning is still lacking.

For reflection on cycle 1 among others, (1) at the beginning before this lesson is carried out, it is better to provide perception so that students have a picture of the lesson to be done, (2) warm-ups must be designed with more enthusiasm so that students can be aroused during learning and lessons become relaxed (3), tournament activities are designed using the same rules as during game activities to improve shooting skills students with a significant other. Therefore, it is necessary to carry out further actions to cycle II to be able to achieve the expected goals.

Cycle II

The second cycle is carried out in three meetings, with each meeting consisting of two hours of instruction (2 x 45 minutes) which will be held on Thursdays from May 23, 2023, to June 6, 2023, according to the schedule of physical education, sports and health classes X-2 SMA Negeri 2 Bojonegoro. Here are the results of the Action in cycle II.

Table 5
Description of Cycle II Results

Value	Classification	Information	Sum	Percentage
92-100	A	Excellent	1	2,80%
83-91	B	Good	8	22,20%
75-82	C	Enough	22	61,10%
66-74	D	Less	2	5,60%
<65	E	Very Lacking	3	8,30%
Sum			36	100%
Average rating				79.37
Classical completeness (%)				86,11%

Based on the explanation in the table above in cycle II there is 1 student who is classified as "very good" or 2.80%. The "good" category amounted to 8 students representing 22.30% of the total. The "sufficient" category amounted to 22 students or equivalent to 61.10%. The category of "less" amounted to 2 students or 5.60%. Finally, the "very little" category amounted to 3 learners or represented 8.30%. There was an increase of 44.44% from cycle I to cycle II, with 31 students achieving passing grades or passing (86.11%) and 5 students (13.89%) incomplete.

The shortcomings identified in Cycle I in learning football shooting skills can be overcome and minimized in Cycle II. Researchers have been successful in promoting learning. Researchers managed to increase the enthusiasm of students and teach them in learning basic football shooting techniques. Learners become more organized and actively participate during the learning process. The enthusiasm of students when participating in the ongoing football shooting skills learning process is getting bigger because the learning atmosphere is facilitated using the Team Games Tournament (TGT) method. Researchers are more receptive to learner feedback and provide ample opportunities for learners to ask questions about any aspect of the learning process, from the clarity of the subject matter to the challenges they face during the learning process. In cycle II there was a significant increase and has reached the desired expectations, namely achieving classical completeness of 80% of students with a minimum score of 75. Therefore, this research has been completed until cycle II only.

Discussion

The purpose of this study is to improve football shooting skills, both in terms of the quality of the teaching process and the quality of the final product of learners. This research was carried out in class X-2 SMA Negeri 2 Bojonegoro by applying a football game. The learning process that was previously boring and monotonous, with the application of the Teams Games Tournament (TGT) method was able to be more lively and foster enthusiasm and enthusiasm in student learning related to football shooting.

Cycle I has carried out learning by applying the method that has been chosen by considering the initial state of students, namely with the *team games* tournament method. This first cycle is carried out starting from planning the learning to be carried out starting from compiling teaching modules related to football shooting by adjusting the methods used in learning and facilities and infrastructure as well as football shooting skill instruments to the reflection stage at the end of this first cycle. This learning is designed so that students' football shooting skills can improve with fun methods and can increase the enthusiasm and enthusiasm of students. After being given the application of this method in the first cycle, it turned out to be able to improve students' football shooting skills but not significantly. For reflection on cycle 1 among others, (1) at the beginning before this lesson is carried out, it is better to provide perception so that students have a picture of the lesson to be done, (2) warm-ups must be designed with more enthusiasm so that students can be aroused during learning and lessons become relaxed (3), tournament activities are designed using the same rules as during game activities to improve shooting skills students with significant significance. Therefore, it is necessary to take further actions to cycle II to be able to achieve the expected goals.

In cycle II, a redesign was carried out because based on the results of cycle I, several things were found that needed to be improved to achieve the predetermined target. The shortcomings identified in Cycle I in learning football shooting skills can be overcome and minimized in Cycle II. Researchers have been successful in promoting learning. Researchers managed to increase the enthusiasm of students and teach them in learning basic football shooting techniques. Learners become more organized and actively participate during the learning process. The enthusiasm of students when participating in the ongoing football shooting skills learning process is getting bigger because the learning atmosphere is facilitated using the Team Games Tournament (TGT) method. Researchers are more receptive to learner feedback and provide ample opportunities for learners to ask

questions about any aspect of the learning process, from the clarity of the subject matter to the challenges they face during the learning process.

Based on the results of reflection after the implementation of Cycle I and Cycle II. In cycle I and cycle II there is a differentiator, the difference in the actions of cycle I and cycle II is found in tournament activities, in cycle I tournament activities are carried out by each team kicking towards the goal in turn and the teacher gives an assessment, while in cycle II tournament activities are carried out with the same rules as the rules when playing or game activities. The application of this method in the learning of grade X - 2 students of SMA Negeri 2 Bojonegoro has shown a significant improvement in football shooting skills at the end of this second cycle of learning. The success of cycle II can be seen during the teaching process, where during the learning process students respond and participate actively showing a behaviour change. This success cannot be separated from the learning methods used by researchers. Learning success depends on the selection of appropriate or appropriate and effective learning methods because each student has a different learning style from each other so it must adjust to the conditions of students. Therefore, when teachers must be able to choose appropriate or suitable learning models or methods to achieve learning objectives, they must consider many things.

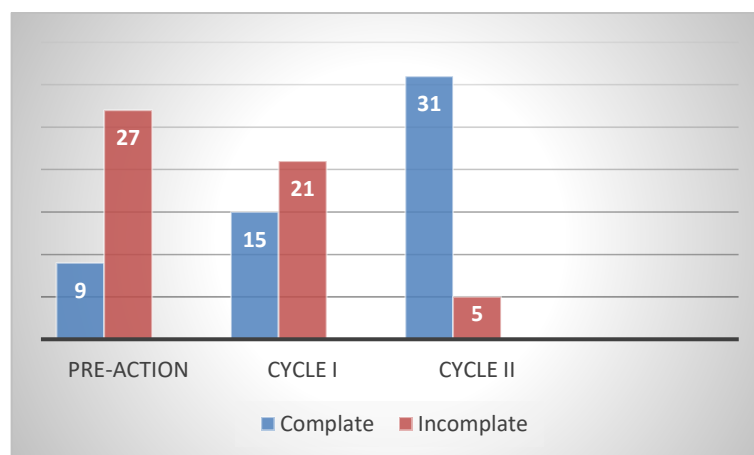


Figure 1
Comparison of Pre-action Results, Cycle I and Cycle II

Based on the diagram above, students experience an improvement in learning outcomes. In the precycle stage, it can be seen that the percentage of completeness only reaches 25% or only 9 students are complete. The results of the cycle I increased to 41.67 percent, this result is less than the predetermined limit of 80% so further research needs to be done in cycle II. The second cycle caused the graduation rate to continue to increase to reach 86.11 percent, exceeding the academic standards previously set. From the results of

cycle II, this research was stopped and enough until cycle II only. In this study there was an increase, in cycle I there was an increase of 16.67% and in cycle II it increased by 44.44% while in the precycle students who were incomplete reached 75% in cycle I decreased to 58.33% and in cycle II it dropped dramatically to 13.89%.

The increase in football shooting skills can occur due to the enthusiasm and enthusiasm of students in learning cycle I and cycle II, so that the Percentage of Complete Completeness of learning activities with the Teams Games Tournament (TGT) method increases. Students can understand the lessons taught and can work together and be responsible for understanding what is conveyed by applying the Teams Games Tournament (TGT) method. This causes students' football shooting skills to increase, although there are some students where the value of football shooting skills in cycle II decreases or equals their value during cycle I.

In the game of football, shooting becomes the most important and main factor (Saepudin, 2017). Therefore, a football player masters shooting *techniques* to be able to achieve goals in the game. This is also reinforced by the theory that shooting is an effort made by a football player to use a certain technique to enter the ball into the opponent's goal. Basic techniques in shooting must be considered when shooting, starting from the starting position, and carrying out the motion to the end of the movement so that the shooting can be directed properly. Good technique is needed to shoot optimally and the right learning method is needed to achieve good technique (Ardian et al, 2019; Masyni & Triyono, 2018; Hasrion et al, 2020).

The findings of this study are consistent with Gezza Rian Wigantara and Dwi Cahyo Kartiko (2019), who found that students' shooting accuracy increased by 58.19% after participating in the Teams Games Tournament (TGT) in Science 1 during their final year of high school at SMA Negeri 17 in Surabaya. According to other research findings by Agung Tri Rachmanto (2022), eighth-grade students of SMP Negeri 1 Purwosari were able to improve their football shooting skills through the application of a Teams Games Tournament type cooperative learning model. Previous research by Gezza Rian Wigantara, Dwi Cahyo Kartiko, and Agung Tri Rachmanto, along with the findings of this study, all pointed to TGT as an effective way to teach football shooting. However, in this study, there is a difference and innovation made by researchers to improve students' football shooting skills so that students' shooting skills can improve and students do not feel bored and are more interested in following the learning process. This innovation is designed by utilizing a futsal field with regulations that are adjusted to learning objectives

with the intention that learning objectives are easier to achieve. This regulatory innovation is poured into *game* activities and tournaments, in these activities students are not allowed to shoot in the opponent's red line or *circle* area. With this innovation and design, it is known that the Teams Games Tournament (TGT) method can significantly improve shooting skills in grade X-2 students of SMA Negeri 2 Bojonegoro.

CONCLUSIONS AND SUGGESTIONS

In the pre-cycle of the research or before being given the Teams Games Tournament (TGT) method treatment, the shooting skills of grade X-2 students of SMA Negeri 2 Bojonegoro were obtained, as many as 9 students or 25% of students were complete and as many as 75% were incomplete. Each cycle includes an assessment phase after learning using the Teams Games Tournament (TGT) approach. In the first cycle, 15 students completed completion, with a completion rate of 41.67 percent, significantly improving their football shooting skills. The improvement of football shooting skills reached the highest point in cycle II, the results in cycle II showed that as many as 31 students or 86.11% of students completed and achieved the minimum value provisions that had been set. So that these results can be said to have reached a classical completeness of 80% with a minimum value of 75. Even these results are higher than the classical completeness criteria. As a result, the application of the Teams Games Tournament (TGT) learning method for the development of football shooting skills among grade X-2 students at SMA Negeri 2 Bojonegoro was a great or significant success.

Based on the results of the study, researchers provided input as follows: (1) Teachers must continue to strive to improve their skills in material development, delivery and learning administration so that the quality of the learning delivered can continue to increase in line with the improvement of their skills, (2) Teachers must be more innovative when choosing learning methods that are following the material so that students are not bored and lazy. Before determining the learning method, you must make observations to be able to choose the right method, (3) This research can be used as a consideration or used as a reflection when building a football shooting learning method. So that they can achieve the desired goals, (4) Further research must be increased by the number of meetings in each cycle, so that the results to be achieved can be achieved optimally, and (5) Students must study seriously, to get maximum results following the expectations to be achieved.

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