



Reciprocal Learning Strategy for Improving Football Passing Techniques

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ABSTRACTS

The purpose of this research is to determine the application of reciprocal learning strategies to improve passing techniques in soccer games for students at SMA Negeri 20 Makassar. The population in this study were class XI.A students with a total of 21 students, while the sample in this study was class XI.A students with a total of 21 students (Total Sampling). The method in this research uses the classroom action research method, with Pre Test, Cycle I Test, Cycle II Test. Based on the results of research and discussion, it can be concluded that. Research data was obtained using Pre Test, Cycle I Test, Cycle II Test. Data analysis uses a descriptive method, namely comparing learning outcomes before the action with learning outcomes after the action. In the Pre Test the students' average score was 7.86. After the application of the Reciprocal method was implemented, the results of improving the technique in passing in the football game from cycle I were an average score of 26.05 after which the cycle II test was carried out with an average of 27.38. The conclusion from the research results is that the application of Reciprocal Learning can improve passing techniques in class XI football games at SMA Negeri 20 Makassar.

How to Cite: Syahrudin & Sahabuddin. (2024) Reciprocal Learning Strategy for Improving Football Passing Techniques. *Journal of Physical Education and Sport Pedagogy*, 4 (1), 49-58

ARTICLE INFO

Article History:

Received 22 May 2024

Revised 27 May 2024

Accepted 29 May 2024

Available online 30 May 2024

Keyword:

Football.

Passing;

Reciprocal;

INTRODUCTION

Education is a process of changing behaviour from not knowing to knowing something. Education can be interpreted as a process of learning something that is not yet known. Physical education is an integral part of overall education which in the learning process (Ikhsan &

Argantos, 2019) prioritizes physical activity to encourage healthy living habits towards harmonious, harmonious and harmonious physical, mental, social and economic growth and development (Sahabuddin et al ., 2020). The educational process, learning, and learning activities are a very strategic effort to achieve the expected goals (Prasetyo et al., 2019). Educational interactions occur through active interactions between students as learners and teachers as educators (Arifin, 2017). Learning activities are carried out by students, and through these activities there will be changes in their behaviour (Sahabuddin, Ayoebi, et al., 2022) while learning activities are carried out by teachers to facilitate the learning process (Kusuma & Winarno, 2018), these two roles cannot be separated from the situation of mutual influence in the relationship pattern between two subjects, although here the teacher plays more of a role as a manager or "director of learning" (W. Setiawan & Wisnu, 2019).

Successful learning greatly influences children's attention, concentration, and motivation (Clarita et al., 2021). When experiencing a decrease in concentration which is indicated by being sleepy, chatting or joking with friends, being excused from class (Suganda et al., 2021), or deliberately causing a commotion, the teacher needs to immediately introspect to get an answer as to why this condition occurs (Djaja, 2016). After getting answers, teachers adjust their teaching style or change other teaching components to make them more appropriate (Harris et al., 2021). All changes in activities carried out by teachers aim to eliminate feelings of boredom, sleepiness, or decreased motivation to learn which are called variations in learning (Saitya, 2022).

Football is an invasion game, namely a game that allows every player in a team or team competing to attack and enter the opponent's defense area (S. & Yulifri, 2019), and every player in a team tries to put the ball into their opponent's goal to score a goal or score and protect their goal. from opponent attacks (Yulianto & Haprabu, 2021). A goal is counted if the ball has completely crossed the goal line. Each player tries to enter the ball by passing, dribbling, and shooting. Apart from these methods, other methods can be used by players who are not carrying the ball, such as looking for space and helping and protecting players who are carrying the ball (Prakoso & Sembiring, 2022). Players from the opposing team who do not have the ball try to snatch the ball from opposing players by doing body charges, talking, shadowing opposing players who do not have the ball, closing empty spaces, and closing the shooting space toward the goal (Gunawan et al. ., 2021).

The basic technique of playing football is a very important thing in the game of football because it is something that a player must master if he wants to play football well. There are several basic techniques for playing soccer, namely controlling (stopping the ball), passing (feeding), shooting (kicking the ball into the goal), heading (heading), and dribbling (driving) (Sudirman et al., 2022). Passing or feeding the ball is the art of transferring the ball's momentum from one player to another (Erfayliana & Wati, 2020). Passing is done using the feet and there are three ways to pass, namely passing using the inside of the foot, passing using the outside of the foot (Fatikhatur, 2020), and passing using the instep (. et al., 2018). Passing ability is a must for a football player

because passing skills are very important to control the ball (Sari & Nurrochmah, 2021) because players can move the ball faster so they can create attacks so there is a big opportunity to shoot into the opponent's goal (Muhammad Khoirul Huda et al., 2021). By making good passes, other players can carry out strategies to attack the opponent's goal (Hulfian, 2021). In the Physical Education, Sports and Health learning curriculum unit at the high school level, several sports are indicators of student achievement. One of them is the sport of football (Hulfian, 2021). Football is a sport that uses a large ball and is played in teams, but in the learning process (Darma, 2021), teachers can modify the game so that the learning process can run smoothly (Muhammad Khoirul Huda et al., 2021).

For this reason, it is necessary to have learning media that can be used by teachers so that students can improve their skills in this sport. The learning strategy used by Reciprocal a learning strategy that uses the pair method where students work in pairs as observers and one carries out physical teaching activities in the form of movement. Observations will be carried out in class X SMA Negeri 20 Makassar on JL. Bonto Biraeng Barombong, Tamalate District, Makassar City, South Sulawesi has achieved a Minimum Learning Competency Standard (SKBM) for Sports subjects of 75.00. Related to the learning strategies used by Participators. The Participatory Method means that students are active and dynamic, and act as subjects, but this does not mean that teachers have to be passive, but teachers are also active in facilitating student learning with sounds, images, etc. The teacher acts as a guide who is full of motivation, as a moderator and is creative. In learning football, each child has a different level of ability and intelligence (Yudistira et al., 2018). This is the role of the teacher to develop a child's interests and talents in the world of education by educating them according to their competencies (D. Setiawan, 2019). During the learning process, some students pass (Akabar et al., 2020), but the way the ball hits the foot is not appropriate so the ball does not reach the target or the ball changes direction (D. Setiawan, 2019).

For this reason, it is necessary to have effective learning methods that can be used by teachers so that students can improve their skills in this sport (Samosir & Aditya, 2022). The learning strategy used is Reciprocal. In general, teachers play a role in dividing students into groups (Sahabuddin, Hakim, et al., 2022), namely some act as observers and some as players. With the Reciprocal learning strategy, it is hoped that students can develop skills in passing in football.

METHOD

Types of research

This research is a type of classroom action research. Research is carried out collaboratively between researchers and students. Researchers act as teachers when the learning process is taking place.

Research Population and Sample

A population is a group of individuals who have almost the same characteristics and are the object of research which will help in efforts to obtain data to test the truth of this research hypothesis. Based on this, the population in this research is class XI. A students. The research sample used was students from SMA Negeri 20 Makassar and 21 students in one class from class XI.A.

Desain Penelitian

The Classroom Action Research Model proposed by Kemmis and Mc Taggart is a development model of Kurt Lewin's model. It is said that because a cycle consists of four components, these four components include: (1) planning, (2) action, (3) observation, and (4) reflection. This research was carried out through a classroom action research or PTK design which consisted of two cycles. Where each cycle's success rate is adjusted to the competencies that students are expected to master. The research mechanism for each cycle includes 5 stages, namely: Planning, Implementation, Observation, Observation and Reflection. The implementation cycle using the Reciprocal method begins with training. At this stage, the process of observing the implementation of actions is carried out using an observation sheet.

Data collection technique

In this research, the author used the following data collection techniques:

Observation

In this observation technique, the researcher will make direct observations of the object to be studied, such as observing the learning process in the field.

Interview

Interview with subject teachers to find out the initial condition of class XI.A students at SMA Negeri 20 Makassar. By preparing several questions and consulting with the Sports subject teacher.

Documentation

Data collection will be carried out by collecting documents relating to the object to be researched, in the form of photographs and other documentation.

Table 1. Ball Passing Learning Outcomes Assessment Rubric

No	Indicator	Description	Score
1	Initial attitude	<ol style="list-style-type: none">Starting with a standing posture facing the direction of movement and looking forwardPosition both arms beside the body slightly supineThe movements that will be made when passing the ball are the inside of the foot, the outside of the foot and the back of the footThe position of the foot that is not passing is next to the ball at a distance of 10 cmThe feet are turned out, in, or down according to the movement performedBody position slightly inclined forward	
2	Appreciative attitude	<ol style="list-style-type: none">Knees slightly bentSwing your legs back when passingKeep your legs straight as you swing backwardsSwing your leg forward and kick the ball	

- | | | |
|----------|--------------|---|
| 3 | Final stance | <ol style="list-style-type: none"> 1. The ball must be horizontal along the ground 2. Passing must be aimed directly at the partner 3. Both hands balance when passing 4. The kicking foot lands slightly in front of the supporting foot |
|----------|--------------|---|

Information :

Score 4: Students can do all the movements correctly

Score 3: When the student passes well but lacks energy

Score 2: When the student passes less and the ball changes direction

Score 1: When the student passes very poorly and the ball changes direction

Data analysis technique

The data analysis technique that the author uses in this research is a quantitative data analysis technique, because this research is descriptive, a frequency table with a formula is used.

Table 2. Physical Education KKM

Indicator	Description			
Initial attitude	4	3	2	1
Appreciative attitude	4	3	2	1
Final stance	4	3	2	1

If the indicator has the criteria of high complexity, high carrying capacity and moderate student intake, then the KKM value is:

$$KKM = \frac{\text{Indicator 1} + \text{Indicator 2} + \text{Indicator 3}}{\text{Amount of Description (12)}} \times 100$$

In this activity, the data obtained from student learning outcomes is presented in table form using a predetermined formula. To find the percentage of student ability, use the formula:

$$KKM = \frac{B}{N} \times 100\%$$

The description above can identify students who have not completed their studies and students who have completed their studies individually. Furthermore, it can also be seen whether students' classical learning completeness can be achieved, seen from the percentage of students who have completed their learning which can be formulated as follows:

$$PKK = \frac{\text{Many students are } KKM \geq 75\%}{\text{Many students overall}}$$

RESULTS

Pre Test

Table 3. Description of pretest result data

The calculation results	Ball Passing Score
Score	165
Average	7.86
Maximum	12
Minimum	0

Table 4. Description of data from cycle I test results

The calculation results	Ball Passing Score
Score	547
Average	26.05
Maximum	33
Minimum	0

Table 5. Description of data from cycle II test results

The calculation results	Ball Passing Score
Score	575
Average	27.38
Maximum	33
Minimum	0

Table 6. Description of data on learning completion results

No.	Test Results	Number of Students Completed	Percentage	Average Value	Information
1	Pre Test	8	38%	7.86	Not Completed
2	Cycle I Test	11	52%	26.5	Not Completed
3	Cycle II Test	19	90%	27.3	Complete

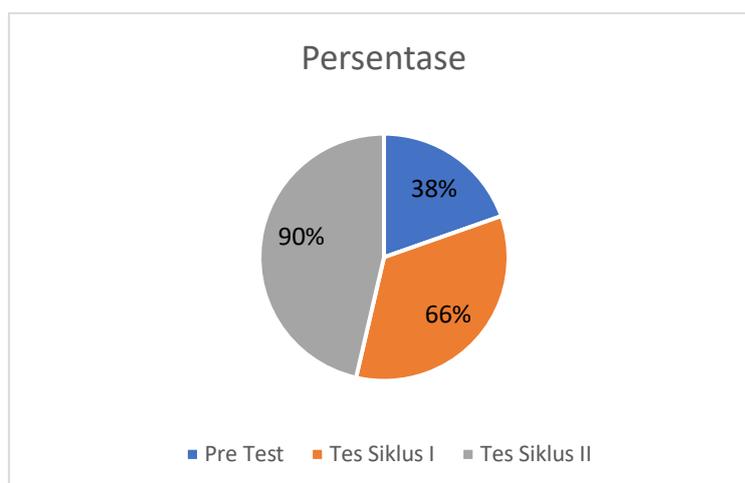


Figure 1. Graph of Increasing Learning Completeness

DISCUSSION

The Pre Test results obtained by students by passing still cannot reach the criteria for completeness in passing because knowledge of passing techniques and how to pass is still wrong in passing so treatment is needed to improve students' passing techniques in passing.

The results of the first cycle test obtained by the students showed that the students' basic passing technical abilities in the game of football were still low. This can happen because the learning process carried out by physical education teachers so far has not been optimal. That's why researchers concluded the need for Reciprocal style learning. The results of the cycle I show that the number of students who have mastered basic movement learning is still low. This

is what teachers need to pay attention to. Teachers must be able to understand each student's differences, but teachers must continue to strive so that the percentage of students who have completed learning basic movements continues to increase. The analysis of students' basic passing movement abilities in the student football game in the first cycle test turned out to be not optimal enough, so it was necessary to continue to the implementation of cycle II, this can be seen from the obstacles that researchers found during the learning process.

The implementation of actions in the form of cycle I was carried out for several reasons, namely because the students' ability to carry out basic passing movements in the game of football was still low and activities needed to learn basic passing techniques to the maximum. Most students still have low basic movement skills in passing techniques. In the results of the test in pairs, the movement of the feet when touching the ball is not appropriate so they usually change direction when passing which is the main obstacle, so there are still many students who have not completed their learning. Physical education teachers also rarely practice it with students, so students' ability to perform passing movements is still low.

This is what the researcher improved in the implementation of cycle II. Before implementing cycle II, the researcher together with the supervisor and friends from the sports science faculty provided clearer guidance regarding the basic passing techniques in the game of football and the components of the tests that would be carried out. In addition, the time and quality of the warm-up in cycle II were improved.

The results of the learning actions in cycle II turned out to be quite good, this can be seen from the number of students who were able to master the basic passing techniques well, most of the students were able to carry out the test in pairs well. The results of the second cycle test showed that not all students had mastered the basic movements, according to the researchers' analysis, this was because these students still needed additional time to master these movements. With additional time and the willingness to carry out exercises outside of class hours, researchers believe these students will get even better results.

Based on the results of research in the form of Pre-Test, Cycle I, Cycle II in the Reciprocal style learning process, it turns out that student learning outcomes have been significantly increased. This can be seen from the increase in the Percentage of Classical Completeness (PKK) value as well as the average value of student learning outcomes. The results of the second cycle test showed that the PKK score obtained by class XI students of SMA Negeri 20 Makassar had reached 27.3 (Completed).

Learning completeness is a teaching and learning process that aims to ensure that teaching materials are mastered completely, meaning that they are fully mastered by students. Completeness in learning basic passing techniques in the game of football is characterized by individual differences, especially in terms of ability and speed of learning, in this case, a teacher must know the abilities of each of his students so that in teaching the

teacher needs to know what to do to deal with children. smart ones, mediocre ones, or children whose abilities are below average.

Learning completeness in this research uses a percentage approach to learning outcomes, to know the development of student learning outcomes in each phase of the action taken. In reality, researchers found that students' abilities were different so that one student was different from another in terms of mastery of techniques. This is what teachers need to pay attention to. Teachers must be able to understand each student's differences in providing learning material so that the quality of learning can be improved.

CONCLUSION

Based on the research and analysis results that have been carried out, it is concluded that using the Reciprocal Learning Strategy can improve passing techniques in the game of football for SMA Negeri 20 Makassar students using 2 cycles.

Based on the research results and conclusions, some things need to be considered and recommended, namely: It is very necessary to pay attention to students' initial abilities before conducting learning so that they can choose the right actions for students during learning because this is one of the causes of failure to achieve program objectives. planned teaching is a lack of knowledge to choose what will be used so that students cannot achieve the teacher's goals. Student learning activities need to be considered to focus students on learning. And to FIK UNM students who want to carry out further research. It should be used as reference material for future researchers on similar themes.

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