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Experimental Study: The Effect of Soccer Like Games Teaching on Self Esteem and Soccer Playing Skills of Students of SMK Bina Wisata Lembang

Teten Hidayat^{1*}, Tri Martini¹, Salman¹, Ramdhan Arifin¹, Nuryadi¹

¹ Faculty of Sports Education and Health, Universitas Pendidikan Indonesia, Indonesia

*Correspondence: E-mail: tetenhidayat@upi.edu

ABSTRACT	ARTICLE INFO
<p>This study aims to investigate the effect of applying soccer-like games on students' self-esteem and soccer playing skills at SMK Bina Wisata Lembang. The research employed an experimental method with a purposive sampling technique, selecting students from Grade X who were actively participating in extracurricular soccer activities. The instruments used in this study included the Game Performance Assessment Instrument (GPAI) to measure soccer playing skills and the Rosenberg Self-Esteem Scale (RSES) to assess students' self-esteem levels. Data analysis was conducted using appropriate statistical techniques, and the results demonstrated a statistically significant effect of the intervention. The analysis of playing skill data revealed a significance value of 0.000 ($p < 0.05$), indicating that the application of soccer-like games significantly improved students' soccer playing performance. Similarly, the self-esteem data also showed a significance value of 0.000 ($p < 0.05$), confirming a positive influence of the intervention on students' psychological development. These findings support the conclusion that soccer-like games serve as an effective pedagogical strategy not only for enhancing motor and tactical performance but also for fostering positive self-concept and confidence among students. The results highlight the importance of integrating game-based learning approaches in physical education programs to promote holistic student development. Future research is recommended to explore similar interventions across different educational settings and with larger sample sizes to further validate these findings.</p>	<p>Article History: <i>Submitted/Received 05 Jan 2024</i> <i>First Revised 21 Jan 2024</i> <i>Accepted 21 Feb 2024</i> <i>First Available online 28 Feb 2024</i> <i>Publication Date 01 Apr 2024</i></p> <hr/> <p>Keywords: <i>experimental study,</i> <i>soccer like games,</i> <i>self-esteem,</i> <i>soccer skill.</i></p>
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1. INTRODUCTION

Physical education is one of the subjects taught at all levels of education in addition to other disciplines and sciences from elementary school, junior high school, high school and even in college. Physical education involves physical activity in the formation of health and physical fitness. Physical education is the process of education about and through physical activity, games and sports that are selected to achieve educational goals, (Ortega et al., 2007). Physical education is a vehicle that is able to educate humans to achieve the perfection of life that can naturally provide real contributions to everyday life. Physical education is essentially an educational process that utilizes physical activities, games and selected sports, to produce comprehensive changes covering cognitive, affective and psychomotor aspects. Therefore, the government has required every level of formal education to include physical education subjects in the school curriculum, both from elementary school, junior high school and high school to college (Gabriel et al., 2019).

Physical education is essential for kids' psychological and social growth in addition to promoting their physical abilities and general health. Students gain physical health and learn vital life skills like tenacity, discipline, and collaboration via organized physical activity. Their character is shaped by these experiences, which also help children get ready for life's problems. The relevance of physical education in the school curriculum is highlighted by its holistic aspect, which includes both the body and the mind (Rodriguez-Ayllon et al., 2019).

In Physical Education, Sports, Health, there are many sports that can be physical education, one of which is soccer. According to (Larsen et al., 2013), The main goal that is most expected for the world of education, especially physical education, is that soccer is one of the media to educate children so that they will become intelligent, skilled, honest and sporty children. In addition, we expect that in soccer, children will grow and develop, namely 1). competitive spirit, 2). cooperation, 3). social interaction, 4). moral education.

In the game of football, good teamwork is needed and players are needed who can master various variations of basic techniques and soccer playing skills, so that they can play the ball in all positions and situations and conditions quickly, precisely, and carefully, meaning not wasting energy and time (Williams & Hodges, 2005). This is in accordance with the opinion expressed by Colak, (2015:19) Because working in groups and engaging with the environment in conditions closer to real life can improve students' critical thinking skills and support their ability to put theory into practice.

In this sense, soccer becomes more than just a physical exercise; it becomes a means for teaching moral principles like fair play, respect, and sportsmanship. Students must work together to win the game; the team's performance depends on clear communication, supportive one another, and smart thinking. Participating in soccer-like games helps pupils develop their social skills, self-confidence, and feeling of team identity in addition to improving their physical skills (Renson, 2009).

In learning, of course, there is class control to deliver the material to be taught, soccer is a game that requires supporting facilities for its implementation in cases where school facilities do not support learning activities, therefore soccer like games appear with several aspects that can overcome the problems faced, Soccer like games are learning that resembles a soccer game that is modified in such a way both in the rules of the game, the tools and balls used, the field that does not have to be a standard soccer game, how to score points/goals, how to start the game, the goal used is different, the number of players does not have to be standard as in the official FIFA regulations, soccer like games are classified as invasion games (Winther-Lindqvist, 2009). According to (Singgih, 2019), Soccer like games are games that resemble soccer games. Resembling means the way of playing and the movements are the

same as in soccer games, the difference lies only in the approach to the game and the forms of learning, as well as the rules and equipment that can be modified as widely as possible for the sake of student involvement in learning activities.

In physical education learning, learning often occurs that requires facilities and equipment for the sport that will be taught, with facilities that do not support the implementation of learning, of course, it is important to make modifications in physical education learning to achieve the desired goals (Dufera Tesgera, 2018). According to (Chen & Ennis, 2004) revealed that "Modifications in physical education aim to 1). Students gain satisfaction in following lessons. 2). Increase the possibility of success in participating 3). Students perform movement patterns correctly". Soccer like games is one form of this modification.

In learning PJOK at SMK Bina Wisata Lembang, in learning big balls, especially soccer games, modifications are needed in terms of facilities, regulations and games because the conditions at school do not support ideal learning, therefore the soccer like games approach is considered appropriate to be applied because it is in accordance with the conditions at school in that learning facilities are inadequate to carry out learning, tools are inadequate and learning hours are considered insufficient to meet the movement activities of students at SMK Bina Wisata.

The goal of all schools in Indonesia is to develop student competencies from various aspects, we need to realize that there are several psychological aspects that should also be developed and instilled in the learning process in the classroom or field, namely self-control, namely the need for achievement and self-control, one of the psychological aspects is self-esteem. Talking about self-esteem, almost all psychologists believe that it affects a person's behavior which will later affect his existence in the social environment.

Self esteem is a feeling about oneself, and behavior that clearly reflects that feeling. According to Leary & Baumeister, (2000). self-esteem is an affective evaluation of oneself. Self-evaluation is an assessment of one's behavior or attributes along an evaluative dimension (e.g., good-bad, positive-negative, worthless). Some self-evaluations are impartial (i.e., they have no emotional consequences), while others are affectively laden. Self-esteem is not formed solely from innate factors, but is also influenced by the environment or systems outside of oneself. Social skills provide children with the tools to be able to adapt to their surroundings, including the values and norms adopted by the community concerned. Self-esteem is one factor that influences social skills. So, it is appropriate that the formation of self-esteem becomes part of children's self-development by schools.

The learning approach is one of the many ways used by teachers to create a learning process, a learning approach that greatly determines the level of student success in achieving the goals that have been determined. However, the abilities possessed by the students themselves greatly determine the results they get, stated by (Bhattacharjee, 2015). skills are seen as an act or task, and others as an indicator of the level of proficiency. In line with what was stated by Christina & Corcos, 1988 (in HOPPER, 1991). Skill learning is an invisible but continuous process involving the central nervous system, assessed as a measurable change in behavior.

Moreover, the use of adapted soccer-like games creates a more inclusive atmosphere where children with different ability levels can engage in active participation. Students feel more motivated and accomplished as a result of this inclusivity, which motivates them to participate more actively in physical education. Soccer-like games make sure that all children have the chance to improve their skills, build their self-esteem, and enjoy learning via play by accommodating a range of talents and resources.

So, in accordance with the explanation above, the author is very interested in conducting research on "The effect of implementing Soccer like games on self-esteem and soccer playing skills in class X students who participate in the soccer extracurricular activities at SMK Bina Wisata Lembang"

2. METHODS

The present study employs an experimental research methodology. As defined in the literature, an experimental method constitutes a systematic approach to scientific inquiry designed to elucidate the causal effects of specific interventions on predetermined outcome variables under rigorously controlled conditions. This methodological framework enables researchers to establish causal relationships with a high degree of internal validity.

In the context of this investigation, a one-group pretest-posttest design was implemented. This quasi-experimental approach allows for the assessment of changes in the dependent variables following the introduction of the independent variable, with each participant serving as their own control. The design facilitates the measurement of initial baseline levels and subsequent post-intervention outcomes, thereby providing a robust framework for evaluating the efficacy of the treatment.

The study population comprises students enrolled in Class X Hospitality at SMK Bina Wisata Lembang who actively participate in extracurricular soccer activities. From this population, a sample of 20 students was selected using a purposive sampling technique. This non-probability sampling method was chosen to ensure that the participants met specific criteria relevant to the research objectives, particularly their involvement in soccer-related extracurricular pursuits.

The experimental intervention consisted of a structured program of soccer-like games, carefully designed to simulate aspects of soccer while potentially offering additional benefits. These games were administered to the sample group over a predetermined period, with the aim of influencing both self-esteem and soccer playing skills. After the initial and final data of the study had been obtained, the data was processed using the SPSS 17 (Statistical Product and Service Solution) statistical program.

3. RESULTS AND DISCUSSION

The research that has been conducted using soccer like games material, has produced initial data (pre-test) and final data (post-test) namely self-esteem data and soccer playing skills. The data obtained will be analyzed using the Statistical Product and Service Solution SPSS 17 computer software program to obtain conclusions from the research that has been carried out, the data that has been obtained is as follows.

The results of data analysis of self-esteem and soccer playing skills have been obtained using the Rosenberg Self-Esteem Scala (RSES) questionnaire test instrument, and the Game Performance Assessment Instrument (GPAI), the data obtained are as follows;

Descriptive Statistics

Variabel	N	Mean	Std. Deviation
Pre-test KSB	20	22,8	1,91
Post-test KSB	20	40,85	2,23
Pre-test SE	20	20,35	3,27
Post-test SE	20	23,2	2,14

Table. 1 Descriptive Statistics

Information :

KSB : Football playing skills,

SE : Self esteem.

Based on the table above, it shows that the number of students who were the research sample was 20 people, then an initial test was carried out, namely a pre-test of football playing skills with an average result of 22.80 and self-esteem had an average of 20.35. After calculating the average of the pre-test, then calculating the average of the post-test, namely from KSB of 40.85 and SE of 23.20, from the data it produces a standard deviation of pre-test KSB 1.91, post-test KSB 2.23, and for self-esteem, namely pre-test SE 3.27, and post-test SE 2.14, it can be seen from the existing data showing the average of the initial results and the final results of the study from the two dependent variables, namely playing skills showing an increase from the initial test can be seen from the initial results and the final results of KSB showing a difference in numbers, and so is what is shown in the pre-test and post-test data Self esteem (SE) shows a difference in numbers can be seen, from the table above it can be seen roughly indicating the influence of soccer like games on self-esteem and soccer playing skills.

no	Variables	sig value	Alpha	Conclusion
1	KSB Pre-test	0.454	0.05	Normal
2	Post-test KSB	0.559	0.05	Normal
4	SE Pre-test	0.654	0.05	Normal
5	Post-test SE	0.664	0.05	Normal

Table. 2 Normality Test

Based on the data that has been tested using the Kolmogorov-Smirnov normality test, the researcher concluded that: 1). Pre-test soccer playing skills (KSB) with a Sig. value of $0.454 > 0.05$, which means that at a 95% confidence level the data distribution is normal. 2).

Pre-test self-esteem (SE) with a Sig. value of $0.654 > 0.05$, which means that at a 95% confidence level the data distribution is normal. 3). Post-test soccer playing skills (KSB) with a Sig. value of $0.559 > 0.05$, which means that at a 95% confidence level the data distribution is normal. 4). Post-test self-esteem (SE) with a Sig. value of $0.664 > 0.05$, which means that at a 95% confidence level the data distribution is normal. Based on the explanation of the data, namely 1. Pre-test KSB, 2. Post-test KSB, 3. Pre-test SE 4. Post-test SE, Therefore the Sig value of $(0.454, 0.559, 0.654, 0.664) > 0.05$, then H_0 is accepted. So it can be concluded that the six variables are distributed "Normally"

After meeting the prerequisite standards for conducting a hypothesis test and the data is stated to be normally distributed, the next step is to conduct a hypothesis test with a t-test, the analysis test aims to provide an explanation of the previously proposed hypothesis, the hypothesis test is to determine the acceptance of the hypothesis or rejection of the hypothesis that has been proposed by previous researchers, based on what has been done, the following is a hypothesis test (t-test).

No	Variabel	Mean	Std.Deviation	Sig. (2-tailed)	t
1	Pre-test-	18,05	292,853	0	27,56
	Post-test				
	Soccer Playing Skills				
2	Pre-test-	2,85	149,649	0	8,517
	Post-test				
	Self Esteem				

Thickness. 3 Paired Samples Hypothesis Test

Processing of Paired Samples Hypothesis Test data with the help of the SPSS program produces the following data:

1. Based on the table above shows the Sig value of $0.000 < 0.05$, then H_0 /Hypothesis is rejected and H_1 is accepted. So it can be concluded that there is a significant influence of soccer like games on the Soccer Playing Skills of SMK Bina Wisata Lembang students.
2. Based on the table above shows the Sig value of $0.000 < 0.05$, then H_0 /Hypothesis is rejected and H_1 is accepted. So it can be concluded that there is a significant influence of soccer like games on self-esteem of SMK Bina Wisata Lembang students.

5. CONCLUSION

In this study, it can be concluded that "the effect of implementing soccer-like games on self-esteem and soccer playing skills in students of SMK Bina Wisata Lembang" with the

independent variable soccer-like games having a significant effect on self-esteem and soccer playing skills. Based on the results of the research and data analysis conducted, it can be concluded that the implementation of soccer-like games has a significant and positive effect on both self-esteem and soccer playing skills among students at SMK Bina Wisata Lembang. The use of soccer-like games as a pedagogical strategy provides an engaging and dynamic learning environment that not only facilitates the development of technical and tactical football skills, but also contributes meaningfully to the psychosocial growth of students, particularly in enhancing their self-confidence, social interaction, and self-worth. These findings underscore the importance of integrating game-based learning approaches in physical education curricula, as they offer a dual benefit: fostering cognitive and motor skill acquisition while simultaneously supporting the emotional and psychological well-being of learners. It is recommended that educators and coaches adopt similar instructional models that emphasize enjoyment, collaboration, and personal achievement, thereby creating inclusive and empowering learning experiences for all students. Further research is encouraged to explore the long-term impact of game-based learning interventions across various educational levels and demographic contexts.

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