

## The Effect of Playing Method and Cooperative Learning Method of Team Games Tournament Type on Learning Outcomes of Passing and Shooting Skills in Football Games



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**ABSTRACT:** This study aims to determine whether playing method and cooperative learning method affect the learning outcomes of passing and shooting skills in football games. This research used a quantitative methodology with an experimental approach. The population in the study were junior high school students from four schools in the Special Region of Yogyakarta. The subjects in this study were 40 students. The instruments used in this study were unstructured interviews and treatment. The analysis technique in this study used quantitative descriptive and prerequisite tests, which included the normality test, Homogeneity test, and t-test. The results of this study indicate that both methods used in this study significantly affect the learning outcomes of passing and shooting skills in football games. The students experienced a significant increase in making passes and shooting towards the goal. Thus, both methods significantly impact students in learning basic passing and shooting techniques in football games.

**KEYWORDS:** Passing, Shooting, Playing Method, TGT, Students

### INTRODUCTION

Football is very popular and has been a favorite sport of most people in the world, including people in Indonesia (Dobrowolski et al., 2020; Rohendi et al., 2020). Football does not limit anyone to play. Everyone with various background can play football together. Moreover, football can unite people both during the games and outside the games (Coskun et al., 2021; Muslimin & Hidayat, 2017). Football doesn't discriminate people's age, gender, religion, and even ethnicity (Octavianti & Hutapea, 2018; Sadigursky et al., 2017). In football, people are free to express their love for football in their own way and how they support their idolized teams or football players (Kuncoro Darumoyo et al., 2021; Rodrigues et al., 2019).

Football is top-rated because it is easy to play and exciting in showing the best ability in dribbling, shooting, etc. (McGuine et al., 2020; Suwignyo & Utomo, 2021). Football is a sport played by a team to put the ball as much as possible into the opponent's goal, instead of trying as much as possible to guard their own goal so as not to enter the ball the opponent (Kunrath et al., 2020). It is in line with Tamir and Bar-eli's opinion (2021). They define football as a team game, each team consists of eleven players, one of which is a goalkeeper. Football sports are almost entirely played using the legs, except for goalkeepers, who can use their hands only in the kicking area (Putukian et al., 2019; Sukendro & Ihsan, 2018).

The main goal of football is to put the ball into the opponent's goal as much as possible with sportsmanship, following the agreed rules and trying to prevent the opponent from putting the ball into the team's own goal (Blondeau, 2021; Junaidi et al., 2019; Nguyen, 2021). In achieving the goal of playing football, specific techniques and skills are needed in playing the ball (Tuyls et al., 2021). Football has a variety of techniques, but football players often use several techniques. They are often known by the basic techniques of football, namely passing, dribbling, heading, shooting and controlling the ball (Argolo, 2015; Kunzel et al., 2018). Football has become more dynamic and exciting, so an individual must use the basic techniques in this game, with various forms of playing both through attacking and defensive tactics and strategies (da Costa et al., 2019). The ability of students to master basic techniques in football can support their performance in playing football both individually and collectively or in groups (Inan, 2021).

Materials about football are one of the mandatory materials that must be received by students in the physical education learning process (Reineke et al., 2020). In the football learning process in schools, various factors support the learning process about football materials to be more effective and efficient (Kempe & Memmert, 2018). Several factors must be considered

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between infrastructure, human resources (HR), and learning methods (Reineke et al., 2020). HR factors in this case are teachers and trainers, especially sports teachers in the educator unit. Meanwhile, the factors of facilities and infrastructure have an essential role in supporting the success of the learning process of football materials, for example learning various basic techniques in football. The more complete the facilities and infrastructure owned by a school will make it easier for a teacher/coach to carry out various variations of learning to students (Bullough & Jordan, 2017). What happens is that a school does not have good facilities and infrastructure, it will significantly affect the success of the football learning process will not be maximized. Teachers must be able to anticipate this so that football learning can run well because good facilities and infrastructure are supporting factors in the success of football learning (Muslimin & Hidayat, 2017; Saputro et al., 2022).

Based on the results found in this study, it prove that it needs seriousness from various parties to familiarize in the extracurricular learning process using easy methods that can increase students' learning passion. It is inseparable from the role of the method as a medium that is quite influential in the learning process. For example, learning basic techniques in football, shooting, heading, passing, etc. Skills are a right for all individuals in various fields of life without intervention (Taryana et al., 2021). However, an individual's skills must continue to be trained repeatedly and consistently because they need to be trained repeatedly to experience a decline in those skills (Onyenwenyi & Mchunu, 2019). Good skills possessed by an individual are not built just like that, but the quality of an individual's ability through a process of repetitive training and hard effort from the individual (Tan et al., 2020). An individual's quality will be clearly seen along with a systematic and structured training process in practicing (Rosado-Cubero et al., 2021). It should be noted that skills are the expertise of a human being from the results of the learning or training process. It is different from talent (Woodman et al., 2021). Thus, skill requires practice seriously to improve expertise. It applies in this study intending to improve students' skills in the basic techniques of football, namely passing and shooting techniques.

Passing and shooting techniques in football are two techniques that football athletes often use to create goals against opponents (Ali et al., 2007). Passing technique is passing the ball using the foot (Gemaal et al., 2020). In football games, players use their feet to pass the ball to their teammates to score by aiming the ball at the opponent's goal or to throw the ball that leads to their own goal (S & Soniawan, 2021). In general, passing technique is a technique of passing or moving the ball's momentum from one player to another using both feet in a training session or a match (Bozkurt et al., 2020). Passing techniques are applicable when attacking the opponent's area and can be used in the defensive area itself (Sulistiyono et al., 2021). Shooting is an essential technique in football (Huang et al., 2021). This technique aims to enter the opponent's goal ball as much as possible and win a match (Junaidi et al., 2019). Where shooting is the most essential and prominent factor in football. To become a perfect footballer, a player must develop shooting skills using both feet (Aminudin et al., 2020). Both techniques in football can be trained with various methods familiar in the world of coaching (Ali et al., 2007; S, 2021). However, in the study, researchers tried to use playing and TGT learning methods to train the skills of junior high school students.

So far, the model teachers use in football learning is a conventional learning model. With this learning model, students usually experience saturation and complain because they will have much difficulty, so it can take time to learn basic techniques. It needs a way out or solution by utilizing a learning model that can help practice basic football techniques and motivate students to participate in extracurricular activities, in this case, football training. By looking at the results of initial observations, researchers then encourage to use a fun, happy, and not monotonous exercise model, namely Teams Games Tournament (TGT) and playing learning method. Researchers carried out this effort to achieve the goal of improving the ability of junior high school students.

### **METHOD**

The method used in this study is experimental research. It is used to find the effect of specific treatments on other variables under controlled conditions (Sugiyono, 2017: 107). The research design used in this study is a "pretest-posttest design". The two randomly selected groups were given a pre-test to find out the initial abilities of each group, but they were given different treatments. The research was conducted at six junior high schools in the Special Region of Yogyakarta. The time needed in this study was three months, starting from March to May 2023. The population in this study were all junior high school students from six schools in the Special Region of Yogyakarta, with a total population of 3,451 students. The sample was a part or representative of the population, that was the focus of this study. The technique of determining samples in the study used purposive sampling or determining samples randomly where the targeted group must have certain attributes between 1) The students sampled in the study must be 13 and 14 years old; 2) Sampled students must be in junior high school's first and second grades; 3). Must be physically and spiritually healthy; 4) Must join football extracurricular. Thus, the number of samples in the study of 80 students from four schools each had 20 students who participated in extracurricular football games. Data analysis techniques included normality testing and homogeneity testing. Then, hypothesis testing was carried out.

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## DISCUSSION

The data from this study are pre-test and post-test data, which are an overview of each of the variables related to the study. The research was conducted in four schools: SMP Negeri 6 Yogyakarta, SMP Negeri 1 Yogyakarta, SMP Negeri 3 Tempel, and MTSN Muhammadiyah Karangajen Yogyakarta. Pre-test data collection began on February 19, 2023, while post-test data collection was carried out on Saturday, February 21, 2023. The treatment was given eight meetings, with a frequency of three meetings in one week for one exercise method, namely every Tuesday, Thursday, and Saturday with a sample of junior high school students who had been determined from 4 schools of 10 people each to be combined into a sample representing the population needed in this study into 40 samples. In total, it will be presented as follows: The pre-test and post-test data on the results of the passing and shooting skills tests of the subjects through the play method and the cooperative learning method are presented in Table 2 as follows

**Table 1. Passing Pre-test and Post-test Results**

No	Passing					
	Playing Method			Cooperative Learning Method		
	Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
1.	4	8	4	5	9	4
2.	5	9	4	4	8	4
3.	6	9	3	4	9	5
4.	5	8	3	5	8	3
5.	5	9	4	4	9	5

**Table 2. Shooting Pre-test and Post-test Results**

No	Shooting					
	Playing Method			Cooperative Learning Method		
	Pre-test	Post-test	Difference	Pre-test	Post-test	Difference
1.	4	8	3	5	8	3
2.	3	7	4	4	9	5
3.	4	9	6	5	9	4
4.	4	8	4	4	8	4
5.	5	8	3	4	7	3

**Table 3. Statistics Descriptive of Passing and Shooting Pre-Test and Post-Test Results**

Practice	Method			Posttest
Passing	Playing	Total	25	40
		Average	5	7.1
		SD	1	0.60211
	Cooperative Learning	Total	22	43
		Average	5	8.2
		SD	2	0.92544
Shooting	Playing	Total	20	40
		Average	3.8	7.1
		SD	0.20233	0.60211
Cooperative Learning		Total	22	41
		Average	5	7.8
		SD	0.50122	1

The data normality test in this study used the Kolmogorov-Smirnov method. The results of the data normality test conducted in each analysis group were carried out with the SPSS version 25.00 for windows software program with a significance level of 5% or 0.05. The full results are presented in the page appendix. The summary of the data is presented in Table 4 as follows.

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**Table 4. Normality test**

Normality Test						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.394	40	.000	.678	40	.000
Post-test	.390	40	.000	.623	40	.000

### a. Lilliefors Significance Correction

Based on the statistical analysis of the normality test that has been carried out using the Z Kolmogorov Smirnov test, all pre-test and post-test passing and shooting data are obtained from the results of the normality test of the  $p > 0.05$  significance value, which means that the data is typically distributed. After the research data is declared normal, it will be tested to see its homogeneity.

A homogeneity test was carried out to test the equation of some samples, namely homogeneous or not. Homogeneity test is intended to test the similarity of variants between pre-test and post-test. The homogeneity test in this study is the Levene Test. The homogeneity test results are presented in Table 5 as follows:

**Table 5. Homogeneity Test**

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Pre-test	Based on Mean	3.490	1	38	.069
	Based on Median	5.067	1	38	.030
	Based on Median and with adjusted df	5.067	1	23.000	.034
	Based on trimmed mean	3.370	1	38	.074
Post-test	Based on Mean	.731	1	37	.398
	Based on Median	.220	1	37	.642
	Based on Median and with adjusted df	.220	1	36.819	.642
	Based on trimmed mean	.731	1	37	.398
	Based on Mean	.731	1	37	.398

Based on the statistical analysis of homogeneity tests carried out using the Levene Test, in the pre-test, a significance value of  $0.069 \geq 0.05$  was obtained. It means that the data group has homogeneous variants. Likewise, the calculation results in the post-test obtained a significance value of  $0.398 \geq 0.05$ . It means that the data group has homogeneous variants. Thus, the population has the same variant or homogeneous.

### Paired Samples Test

**Table 6. T-Test**

		Paired Differences					df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pre Test - Post Test	-2.30000	.82275	.13009	-2.56313	-2.03687	39	.000

Based on the study's results, the mean difference between the pre-test and post-test were tested using a t-test analysis with a yield of  $0.000 < 0.05$  so that there were significant differences before and after the exercise using the play method exercise model and cooperative learning method. Thus, the two methods used in this study are proven to positively impact the process of passing and shooting techniques in football game.

The results of this study provides a further interpretation of the results of data analysis that have been found in this study. Based on hypothesis testing, this study proves that 1) there is a significant increase in passing and shooting techniques in the football game of junior high school students, after being treated using playing and cooperative learning methods. Thus, the two methods

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used in this study were proven to improve the skills of junior high school students in passing and shooting techniques in football games. Football is a sport game, so the basic skills must be known, understood and learned first to play well and correctly. Therefore, a player must master the fundamental football skills: stop ball, shooting, passing, heading, and dribbling. Especially in passing and shooting, players must master both techniques well because passing and shooting techniques greatly affect the final result of a football game. Applying and mastering these basic skills is one of the most important foundations to improve achievement in playing football. According to Luxbacher (1998:2), football is played by two teams of 11 people each. Each team of 14 defends a goal and tries to break through the opponent's goal. Football is a game played by two squads of eleven (11) players, including a goalkeeper. The game can be played with all body parts except both arms (hands). Almost all of the game is done with foot skills, except the goalkeeper playing the ball freely using his limbs, both with feet and hands. This type of game aims to control the ball and put it into the goal of his opponent as much as possible and try to break the opponent's attack to protect or keep his goal from the ball (Abdul Rohim, 2008:1.3). Passing and shooting are two basic techniques that are very important in the game of football. Both of these techniques will have a significant impact on the final result of a match and have an impact on other basic techniques such as control, stopping the ball, dribbling, etc. Passing is moving the momentum of the ball from one player to another. Passing is best done using the feet, but other body parts can also be used. Passing requires essential technical skills to keep possession of the ball. A player can run into open spaces and control the game with good passing while building an attacking strategy. Passing begins when the team in possession creates space between opponents by moving and opening up space around players. The usefulness of passing the ball technique is 1) To pass the opponent by making precise passes to teammates. 2) open the empty space and look for opportunities to give friends in team the ball appropriately. 3) To hold the ball right in possession, save the ball if there is a possibility to immediately provide a pass to a friend and create an attack. Playing method is a way of learning conceptualized in the form of play to bring pleasure to people who do it. According to Beltasar Tarigan (2001:17), "Teaching through the playing method is to increase students' awareness of the concept of playing through applying the right techniques according to the problem or situation in the actual game". Meanwhile, the Ministry of National Education (2003:28) explained, "The playing method aims to teach the game so that children understand the benefits of specific game techniques by introducing certain game situations to children in advance in learning concepts in the form of games, while the form of play used in learning passing in football games with the inner leg. According to Alnedral (2015:108), this method of playing is directed so that learning or training goals can be achieved efficiently and effectively in a happy atmosphere, even though discussing complex and challenging things. According to Darwis (1999:59), the method of playing is used to achieve goals through complex activities that can reflect the occurrence of a game between two teams, namely the attacking and the defending teams. According to Kurniawan (2015:59), the method of playing has a significant effect on the findings that the method of playing also has a significant effect on passing football ability. According to Anggraeni (2012:59), the games that have a clear direction for the learning process make the players become creative and develop ideas, and can adapt more and more accustomed to performing passing and shooting techniques in football games.

### CONCLUSION

Based on the results of data analysis and discussion that has been described in the previous chapters, it can be concluded that:

1. There is a significant effect of training using playing and TGT learning method on passing and shooting skills in junior high school students' football games.
2. There is a significant effect of playing and TGT learning method to increase junior high school students' interest in practicing passing and shooting techniques in football games.
3. There is a significant influence on learning basic football skills (passing and shooting) through the two methods used in the research by providing systematic and programmed performance in each treatment.

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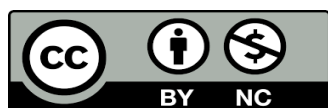
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