

The Application of Creative Play Approach Model on Improving Passing and Dribble Learning Outcomes in Football Game

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Abstract—The purpose of this research is to explore the improvement of football learning outcomes (passing and dribble) through a creative play approach at class VII of students at Junior high School 24 Makassar. The research method in this study used the class action research approach. The instrument used in this study is a portfolio sheet. Based on the results of the research, in the form of initial activities, follow-up activities (cycle I) and cycle II through a model of creative play approach, it is found that the ability to improve passing and dribbling ball has been significantly improved in playing football. In the initial cycle, only 30% of students completed the actions in learning, and 70% of students have incomplete actions. The result also indicates that there was an increase of up to 53.33% in the first cycle and 93.33% in the second cycle. Therefore, the conclusion is that the creative play approach can increase the value of learning outcomes from 69.4 to 81.9.

Keywords—creative play, results of learning, passing and dribble a football

I. INTRODUCTION

The learning process activities are the main activities in the overall educational activities at school. Along with the effort to achieve learning outcomes as a school learning process, it will certainly require better education and teaching system including the structure of the program to understand the methods or approaches taken in learning as well as in the learning motion in physical education.

One factor that causes children's lack of interest in physical education subjects is the lack of interesting presentation of physical education activities by teachers. This certainly requires a review of the provision of material in physical education learning. It must be realized that the lack of variation in each activity will lead to the boredom of students which ultimately reduces the power of interest. The process of delivering physical education material is presented in a way that might be more effective if the teacher provides the material creatively, as well as children have been taken to the condition of being happy with playing and moving. For example, the motoric aspects can be developed through play activities. Just as Football Learning in Junior High School 24 Makassar, it is given by the teacher in a conventional way, namely by way of aligning students and then instructing students to do dribble, passing, and stopping. Dribbling in soccer serves have the same basic function as dribbling in basketball; it enables the

player to maintain control of the ball while running past opponents [1].

Learning physical education in the material above, it seems monotonous and boring there for some children who are reluctant to move according to the instructions of the teacher. This may cause a lack of interest in children in learning, so they are not serious in learning. Hence, the completeness of the student's learning outcomes is not maximal and does not reach the standard of learning indicators.

Through classroom action research it is expected to be able to correct the problems faced by students in classroom learning. Action research is a practical way of looking at your own work to check that it is as you would like it to be. Because action research is done by the practitioner, it is often referred to as practitioner-based research; and because it involves you thinking about and reflecting on your work, it can also be called a form of self-reflective practice [2]. Action research is research on things that occur in the community or a group of targets, and the results can be directly applied to the community concerned [3].

With the problems in the background above, researchers are interested in raising the need for learning models that can improve the learning outcomes of soccer skills. Therefore this study investigates the creative play approach to improve the results of skills learning (passing, stopping, and dribble) football class VII of Junior High School 24 Makassar.

II. RESEARCH METHOD

This research carried out at Makassar Junior High School 24 from April to August 2018. The research subjects were Grade VII students of Makassar Junior High School 24. Furthermore, the method of this study is Classroom Action Research; the research conducted intends to explore the implementation of the learning model delivered by classroom action treatment, through learning cycle stages.

The data collected in this study was the result of soccer tests from passing and dribble activities. The data also is gained from field notes and documentation. Therefore, data collection techniques are carried out by test and non-test techniques:

A. Test

The test is carried out by giving a test (passing and dribble) of football as a benchmark for the improvement of the learning process. The test is conducted after applying football learning (passing and dribble) models with a play approach pattern. Implementation of football passing and dribbling test: 1) This test aims to measure students' passing and dribble learning outcomes from the start and during the dribble of football and 2) Tools and equipment for football passing and dribble tests.

1) Passing

a) Instrument

- Passing and stopping tests, carried out in pairs within 3 meters
- Balls, Pluit, Stationery, Officers, 1 person Appraisal, 1 person Documentation

b) Test Implementation

- Before the test begins, there is an explanation that demonstrates how the test results of passing football will be conducted.
- Before the actual test, it is directed to warm up.

c) Assessment

The assessment was carried out by 1 evaluator from the beginning to the passing of football in accordance with the instruments provided.

d) Recording

- The recorded results are scores (the results of each assessment by 1 evaluator) that students achieve from the beginning until the end.
- Learning outcomes are recorded using a video camera by 1 officer

2) Dribble

a) Test Tools and Equipment

- Football dribble test route, dribbling from the start to the finished line which is 6 meters away
- Cone, whistle, stationery, officers, 1 person Appraiser, Giver 1 person, documentation 1 person

b) Test Implementation

- Before the test begins, a sample test model is given an explanation of the tests to be carried out and demonstrates how to carry out tests on the results of football dribbling learning.
- Before the actual test, the test is directed to warm up.

c) Assessment

The evaluation was carried out by 1 evaluator starting from the start until the time of the dribbling of football in accordance with the instruments provided.

d) Record of Results

- The results recorded are scores (the results of each assessment by 1 evaluator) that students achieve include the startup to the implementation of football dribbling.

- Learning outcomes were recorded using a video camera by 1 officer

B. Non-test

- 1) *Do observations on the focus of research*
- 2) *Interviews with participants/collaborators*
- 3) *Field notes*

Each meeting was observed by researchers. The observations were carried to see an increase or change to increase the correspondent. In terms of scoring value, the analysis used descriptive analysis, which aims to determine the value of student learning outcomes. For the average categorization of values are as follows:

TABLE I. VALUE CATEGORIES

Category	Value
≥ 80	Good
60-79	Enough
40-59	Less
30-39	Very Less

Each aspect of the assessment can be categorized as follows:

TABLE II. PERCENTAGE ANALYSIS OF EVALUATION RESULTS

Meaning	Value
≥ 80%	Valid Successful Learning
60-79%	Fairly Valid Successful Learning
40-59%	Less Valid Learning Doesn't Work
30-39%	Invalid Learning Doesn't Work
<29%	Invalid Learning Did Not Succeed

The technique used in analyzing the collected data is done by looking for sources of data in the study; the qualitative data obtained directly from observations. The observations conducted by researchers and collaborators before and after the action in the form of learning with a creative play approach.

III. RESULTS AND DISCUSSION

Based on the results of the initial actions carried out on students of Makassar Junior High School 24, the problems relating to students is that less serious and not interested in passing and dribble in football games on physical education learning. It is performed in two cycles where each cycle carried out by giving creative game materials.

A. Cycle I

Based on the description table the results, the initial passing and dribble tests are still low, because students do not understand the technique of the process of kicking the ball properly and correctly, especially the ball technique when passing and dribbling activities. So, researchers developed a plan of action to overcome the problems experienced by students. Delivering action, I that is based on the existing problems; the learning is focused on the process of students by playing creatively for 2 hours of learning (2x35 minutes).

TABLE III. DESCRIPTION OF THE PROCESS OF LEARNING CYCLE I PASSING AND DRIBBLING FOOTBALL

No	Test results	Number of Students	Percentage of information
1	≥70	16	53.33% completed
2	≤69	14	46.67% Not Completed

From the data obtained, it can be seen that the students' initial ability to do horizontal punch techniques is still low, not as expected. Of the 30 students, there were 16 people (53.33%) who had reached the level of mastery learning, while 14 people (46.67%) had not reached the level of mastery learning. With the average value of learning outcomes 69.4. You can also see the description of the first cycle from the graph below:

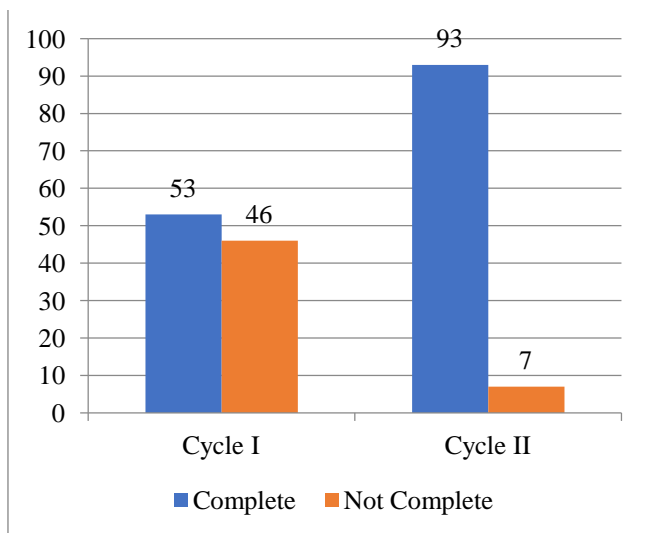


Fig. 1. Comparison of the cycle I diagram and cycle II diagrams

Besides still being low, there are also difficulties faced by students in learning, that is, they do not understand well about the technique of ball exposure with passing and dribble at the final attitude at the time after the attitude is approached. From the results of Cycle I data analysis, it can be concluded that student learning outcomes from the learning outcomes test I have increased the ability of students. This increase occurred after being given creative game materials. However, there are still difficulties faced by students in learning in the first cycle for it needs improvement in action in cycle II.

B. Cycle II

From the data obtained from the second cycle of learning outcomes, it can be seen that the students' ability to carry out the test results in classical learning has increased, although there are some students whose results are fixed some of them have increased from 30 students, 28 students (93.33%) have learning completeness, while 2 students (6.67%) have not achieved mastery learning. With the

average value of student learning outcomes is 81.9 means increased from the previous results. You can also see the description of cycle II from the graph below:

TABLE IV. DESCRIPTIONS OF THE CYCLE II LEARNING OUTCOMES PROCESS HITTING A BALL OF HORIZONTAL BLOWS

No	Test result	Number of students	Percentage	Explanation
1	≥70	28	93.33 %	Complete
2	≤69	2	6.67 %	Not completed

From the analysis tests carried out, it was concluded that there was an increase in students' abilities, this increase occurred by using creative play materials designed in cycle II which referred to the experience of the cycle I. The increasing the average value of student learning outcomes from the previous test, which was 69.4 and it increased up to 81.9 in cycle II. Judging from these results, that can be concluded that using creative play materials can improve the process of student learning outcomes.

Then after being given the action in cycle II, students were again given a test of learning outcomes of 28 students who achieve a score of 93.33%, and 2 students gained a score 6.67% that was still not complete. This was due to students who do not understand the series of implementation of passing techniques and dribble well, due to research time limitations. Potential to impact school change as teachers get into action research; they are more apt to look at questions that address school and district concerns rather than questions that affect the individual teacher. This process creates new patterns of collegiality, communication, and sharing. Contributions to the body of knowledge about teaching and learning may also result. Development of priorities for school-wide planning and assessment efforts arise from the inquiry with the potential to motivate change for improvement's sake [4] at this age level; teens also want to learn activities, which prove the use of leisure time, most students also want to play in a team [5].

IV. CONCLUSION

From on the results of the study, it can be concluded that "through the creative play approach can improve the ability of learning outcomes passing and dribbling on the game of football in Junior High School 24 Makassar.

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