



THE INFLUENCE OF INQUIRY METHODS AND MOTOR EDUCABILITY ON DRIBBLING SKILLS IN SOCCER

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Article Info

Article History:

Received: February 2021
Revised: February 2021
Accepted: March 2021
Available online: March 2021

Keywords:

Inquiry, Motor
Educability, Dribbling

Abstract

Research aims to know the influence Method of Inquiry and Motor Educability Exercise against skills Dribbling in Football Bengkulu Young Shoots. Research conducts research Experiment with Factorial design. Sample inside This study included 48 athletes Tunas Muda Kota Bengkulu. Data analysis technique using the t-test. The results of the research in this study are: 1. The results of the dribbling skills in soccer for SSB students who are taught using a model inquiry exercise guided more high in comparison with students who follow inquiry learning free. 2. Results dribbling skills of students have motor educability higher height than the child who has a motor educability low. 3. Several schools have a workout schedule concurrently between football extracurriculars, so that directly in implementation of the exercise sometimes has to do the treatment and test not simultaneously. This matter be one of the obstacles in providing treatment in the form of a training method to students. 4. Students not quarantined so researchers cannot control activity whatever students do out of schedule exercise is a nutritional problem students. Not straightforward this thing can affect research. 5. Lack of comfort and the serenity students get at the time of doing the guided inquiry method and lack the facility used by researchers to support the provision the training method when doing the method the free inquiry exercise.

INTRODUCTION

The sport that has become popular in Indonesia is football. Hapsari & Wibowo, (2015) Popular sports soccer sports in the world, so is in Indonesia, sports this could be said is the prima donna of Indonesian sports. Everyone knows sports soccer. The extent of the development of the world of sports, and as the advancement of science and technology has grown this, the more complex it is supporting factors to achieve a high level of achievement in sports in particular, especially sports soccer. According to (Taufik & Guntur, 2019) Every player in the game of soccer is required to be able to work together in a team and must have good basic technical skills.

Yasriuddin, (2012) technique basic play soccer kicking (kicking), stopping the ball (stopping / control), dribbling, heading ball (heading), throwing technique ball (throwin), pass (pass), and technique catch the ball (for goalkeepers). Dribbling ball meaning to bring the ball from one line to line ones other by means of control from feet to feet when room narrow, because the opponent close the area (Sapulete, 2012). Activities football at SSB Tunas Muda has gone accordingly with the exercise program that has been made by coach, will but a builder increase these activities are not many perceived, this thing seen at the time given playing practice material, players often lose ball. Problem major in the process the exercise is in implementation training process the ball dribbling skill hasn't run yet effective.

Skills dribble a player which is carried out in the field will be determined by internal factors and factors external. Internal factors usually is related on oneself player himself as in component physical condition namely coordination of movement and agility, while the external factor is all situations that exist around the player in doing the dribbling the

ball like the opposing player head-on, spectators, and everything the pressure that comes with it affect the results of herding skills players on the field (Supriadi, 2015). By because of that then, to get quality of dribbling skills good and true need continuous exercise effort with make use of the exercise method right. According to (Ridwan, 2020) as a coach must choose bform or the right training method in order to achieve the desired training target.

Exercise methods are often used as a means or solutions for coaches or education providers others to be increase yield learn against learning that given, inside application of the method requires effort for coaches to apply it with true order material expectations learning can be absorbed well in player and can get a quality improvement player (Suprianto & Nurwirhanuddin, 2020).

Training methods in dribbling skills can be done, among others, are the guided inquiry training method and the free inquiry practice method. The two training methods are basically to develop the ability to perform dribbling skills in soccer games an engineering skill basic ones must have by a football player. Factor other ones affect the results of dribbling skills training in football among them is a factor self-confidence, motivation, motor, and motor educability. This research researchers took the motor factor educability because motor educability is a one's ability to learn motion and these terms shows a person's capacity to learn skills motion which is it is new in nature fast time with that quality good. Based on background back which has been stated above researchers are interested in a method exercise, namely (1). Method inquiry guided and the free inquiry method, as well (2). Motor educability, that is can be distinguished above: (a). Motor

educability height, and (b). Motor educability low to deep dribbling skills soccer.

METHODS

This research method is an experimental method with a factorial design. Sugiyono, (2018), Factorial design is a modification from design true experimental, that is by paying attention to the moderator variables that influence treatment (dependent variable).

Participants

Population is a generalization area consisting of: the object / subject has quality and certain characteristics defined by research for learned and then drawn conclusion. (Sugiyono, 2012).

Population is a group of people with the occurrence of everything which has certain characteristics. Population in research is all over Tunas Muda SSB athletes Bengkulu U-13 years.

Sampling Procedures

The samples in this study were all athletes of SSB Tunas Muda Under 13 years, the sample selection in this research done by drawing so obtained the results of 48 athletes.

After determining 2 groups as the research sample, a motor ability test and dribbling test were carried out for all SSB Tunas Muda athletes under 13 years of age. Then, after all the tests have been carried out, the motor skills test is done by conducting 10 types of tests in the guided group and the free group. Motor ability is categorized into two, namely high motor ability and motor skills.

Materials and Apparatus

In accordance with the research design, then there are two kinds of data that should be collected: (1) Data on the results of dribbling skills in football,

and (2). Motor data educability. To get about that data as well as data about motor educability using the test and measurement. To measure dribbling skills in football with the dribbling instrument already is in measurement test.

Procedures

Research procedure this is done with how to provide students with a way of carrying out a motor ability test, and then dividing the students into motor bikegroups educability high. After that students are given exercises with guided inquiry methods and free inquiry.

Design or Data Analysis

Data analysis in this study used analytical techniques variance (anava) two path with treatment by level 2x2 on significant level $\alpha = 0.05$. Before perform a variance analysis, as eligibility requirements data analysis requirements first the normality test was carried out sample with Liliefors, whereas for looking for the level of variance homogeneity population by using Barlett test. Furthermore, if there are interactions (results of calculations anava) continued with the Tukey test aims to find out the level significance of F count with level significance $\alpha = 0.05$.

RESULT

1. The difference between the guided inquiry training method and students who take free inquiry learning on dribbling skills in football.

The hypotheses used in this study are:

H0: It is accepted that there is no difference between the guided inquiry training method and

students who take free inquiry learning on dribbling skills in football.

H1: It is accepted if there is a difference between the guided inquiry training method and students who take free inquiry learning on dribbling skills in football.

From the results testing such data, can be obtained the result Fcount for learning model inquiry that is 7,330 with level significance 0.01 which smaller than (0.05) so that H0 rejected and H1 accepted which the meaning There is a difference between methods practice inquiry supervised and students that follow the lesson inquiry free against dribbling skills in football.

2. The difference between high motor ability and low motor ability on dribbling skills in football.

Hypothesis carried out in this study are:

H0 : Accepted otherwise there is difference between motor educability height and motor educability low against dribbling skills in football.

H2 : It is accepted if there is a difference between the motors educability height and motor educability low against dribbling skills in football.

From results of data testing so, at can Fcount results for learning model inquiry namely 163.11 with level significance of 0.00 which is more smaller than (0.05) so H0 is rejected and H1 is accepted which mean There is a difference between motor educability high and motor educability low to deep dribbling skills soccer.

3. The Effect of the Interaction of the Inquiry Training Model and the motor ability on the student's dribbling ability.

Hypothesis carried out in this study are:

H0 : Accepted if not available the influence of the interaction between Inquiry and motor training models educability towards Student dribbling skills.

H3 : Accepted if any interaction effect between the Inquiry Training model and the motor educability of Students' dribbling ability

From test result data So, get the results Fcount for learning model inquiry and motor educability which is 1,282 with a level significance of 0.264 which is more is greater than (0.05) so that H0 accepted and H1 is rejected, which means there is no effect interaction Among Inquiry and motor training models educability to ability dribbling Students.

4. The difference in the results of dribbling skills with high motoreducability following the guided inquiry and free inquiry training models.

The hypothesis proposed in this study are:

H0 : Accepted if there is no difference in the results of dribbling skills with high motor ability by following the guided inquiry and free inquiry training model

H4 : Accepted if there is a difference in the results of dribbling skills with high motor ability by following the guided inquiry and free inquiry training model. The criteria used:

From attachment of t-test calculation table with the SPSS version 16, then we get tcount amounted to 0.284 which is more smaller than t table 2.073 so it can be concluded that H0 accepted and H4 rejected, that is which reads not there difference the results of high motor ability dribbling skills by following the guided inquiry and free inquiry training models.

5. The difference in the results of dribbling skills with low motoreducability following the guided inquiry and free inquiry training models

The hypothesis proposed in this study are:

H0 : Accepted if there is no difference in skill results dribbling whose motor ability is low by following the guided inquiry and free inquiry training model

H5 : Accepted if there are differences in the results of dribbling skills with low motor ability by following the guided inquiry and free inquiry training model

The criteria used:

From table attachments t-test calculations with SPSS version 16, then get the tcount of 2.163 which greater than from t table 2,073 so can be concluded that H0 is rejected and H5 is accepted, which is what reads there is a difference in results dribbling skills with high motor ability by following the guided inquiry and free inquiry training models.

DISCUSSION

1. The difference between the guided inquiry training method and students who take free inquiry learning on dribbling skills in football.

Learning inquiry students are maximally engaged straight in activity process study, so can against ability the Ismawati, (2007) argue that the inquiry model learning includes inquiry guided inductive, deductive inquiry, and solving problem.

2. The difference between high motor ability and low motor ability on dribbling skills in football.

In the second hypothesis the results of the student dribbling test who have high reasoning higher from students which is low reasoning. Sadiq, (2014) explain reasoning (way of thinking or reasoning) as: "the process of thinking that tries to link known facts or evidences to a conclusion".

Thing this goes hand in hand with what presented by (Bakri, 2019), motorcycle educability is a physical component that is used in supports various kinds Sports. People who have the ability to change direction and position body quickly and right. This goes hand in hand with the opinion of Sapulete, (2012) herding skills the ball in the game football is clear need the elements physical ability, and physical abilities deemed able to provide against deep dribbling skills soccer game among others are agility and speed.

3. The Effect of the Interaction of the Inquiry Training Model and the motor ability on the student's dribbling ability.

This hypothesis testing shows that it's not there is an interaction between Inquiry and motor training models educability against students' dribbling abilities. Novriansyah, Irianto, D, Rahmat, Y, & Nanda, F, (2019) in his research stated that there was no interaction between the inquiry training

method and the motor ability because not yet accustomed to students with these exercises and less understand the importance of models practice inquiry and motor educability. Besides that can also be caused for not taking long time of giving program exercises given to students so students not very adaptable well and causes the absence of interaction between models inquiry exercise and motor educability.

Thing this is supported opinion from Kuspriyani & Setyawati, (2014) in his research which states that the lack of inquiry practice is influenced by practice frequency, practice Inquiry will be able did better if trained every day. students who are not used to it and not persevering arises boredom.

This result also reinforced by opinion Lutan, (2005: 126) "The testers of prospective students in sports teacher schools such as FPOK-IKIP Bandung, for example, repeatedly apply the motor ability test at the beginning of each year of admission of prospective students. But unfortunately the results are not satisfactory due to external factors. " the picture then it affects interaction results from the answer hypothesis.

4. The difference in the results of the dribbling skills with high motor ability by following the guided inquiry and free inquiry training models

In this hypothesis there is no difference in dribbling skills with high motoreducability by following the guided inquiry and free inquiry training model, based on direct observations in the students' field. which has motor educability that high with can easily perform football dribbling skills well.

The potential quality of motor educability will be provide an overview of one's abilities in learning

movements that new with easy. Getting higher potential level motorcycle educability, means the degree of mastery to new movements more and more easy So that if someone has a level of motor educability (ME) high then it can be with easy, fast to master engineering skills basic and playing skills football (passing stopping, dribbling, heading and shoting) with quantity and the quality of movement its better than people who have the level of motor educability (ME) low. Besides, the ability of motor skills is the basis of skill formation motion, resulting in deep learning basic techniques and skills to play soccer the ball will be faster be mastered if it is supported by motor ability tall one.

Based on findings practically from the results author's research and supported by several findings from previous research. on an increasing basis from the gain it turns out to be the result learn football dribbling skills who was taught to use more guided inquiry practice methods better than any group of students who was taught to use free inquiry practice method on group of students who have motor educability high.

Mahardhika, (2016)provides a definition that "students who have high motor ability tend to master dribbling skills more easily than students who have low motor ability". Therefore, if the football teachers and coaches want to improve their football dribbling skills, it would be good to consider the motor ability of each student, so that they can speed up the process of improving their dribbling skills.

5. The difference in the results of dribbling skills with low motoreducability following the

guided inquiry and free inquiry training models

Based on the research that has been conducted, it is known that there are differences in dribbling skills with low motoreducability by following the guided inquiry and free inquiry training models so that this result can be interpreted that the guided inquiry training method and free inquiry given are proven to be able to improve dribbling skills for students who have low motor ability. Because there are differences in the characteristics of the training method, the instructor and trainer must know and understand these differences and have broad insight into the method and motor ability of each student. Because of quality motor potential educability will provide an overview of capabilities someone in learning new movements the easier it is. Getting higher potential ability, means mastery of movements just getting on easy (Nurhasan, 2011).

Providing Serving Methods of Exercise That Appropriate Can Give Significant Effect Against the Dribbling Skills That Students Will Do Later. By paying attention to these differences, it is also expected that you can maximize your football dribbling skills.

CONCLUSION

Based on analysis results data and its discussion has done, the conclusion this research is the result of dribbling skills in soccer for SSB students who are taught with the guided inquiry training model high compared with students that follow the lesson inquiry free. Results of students' dribbling skills which has motorcycle educability high higher than the child that have motor educability low. Not There is an interaction of the inquiry exercise model and the motor ability of students' dribbling

abilities. There is no difference in the results of dribbling skills which have a high reducability motto by following the guided inquiry and free inquiry training models. There is a difference in the results of dribbling skills which have high motoreducability following the guided inquiry and free inquiry training models

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