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LEARNING MODEL OF DRIBBLING FUTSAL BALL GAME BASED FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This research research and development aims to produce a Learning model of dribbling futsal ball game-based for junior high school students. In addition, this research and development is carried out to obtain in depth information about development and application of Futsal herding models for junior high school student and to find out the effectiveness, efficiency, also attractiveness of children to models created. This study uses Research & Development (R & D) development research method from Borg and Gall. The subjects in this research and development were junior high school students consisting of 60 children. The instruments used were questionnaires, questionnaires, and futsal dribbling test instruments used to collect volleyball bottom service data for junior high school aged student, while the stages in this research and development were: (1) needs analysis, (2) expert evaluation (initial product evaluation); (3) limited trials (small group trials); and (4) main testing (field testing). The model effectiveness test uses the futsal ball dribbling skill to determine the level of ability to dribble a futsal ball for junior high school age before giving a treatment in the form of a dribbling model developed and to determine the level of ability to dribble after the dribbling model treatment or treatments developed, from the initial tests performed dribbling a student ball of 750, Based on the development results, it can be concluded that: (1) By futsal dribbling learning model for junior high school age, it can be developed and applied in physical education learning at school (2) By futsal dribbling learning model for junior high school age that has been developed, evidence of an increase is obtained. This is shown in the testing results from pretest and posttest data that there is a significant difference between before and after the treatment model.

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INTRODUCTION

Physical education certainly has educational goals to be achieved. For it, it's necessary to have a teaching and learning process, that's Reciprocal series activities between teachers and students, for this it is necessary to have a planned series of teaching and learning activities. With well-planned education and good guidance educational goals will be achieved well too. In Republic Indonesia Law Number 3 of 2005 article 1 paragraph 11 concerning the national sports system is formulated that "sports education is physical education and sports which are carried out as part of an orderly and continuous educational process to acquire knowledge, personality, skills, health, and physical fitness". According to Kemenegpora (2011: 11), educational and learning designs developed regarding big balls, it will develop a learning model to lead to futsal. Futsal is a game played by 2 teams, each team consisting of 5 players with smaller indoor field and the final result is determined by score and time. Its expressed by Almahdi, Futsal taken from Spanish and Portuguese, the word "futbol or futebol" which means football and from French or Spanish, the word "Salon or Sala" which means indoors", according to Zaidan Almadi (2008: 2) futsal is indoor football along with the very rapid development of futsal, schools in C have formed many futsal extracurriculars to develop outstanding children potential.

Futsal game is focuses on mature ball mastery skills and techniques. Playing futsal well, a player is required to master some basic technical skills well. Regarding the basic futsal techniques mastery, it's argues that, controlling, dribbling, kicking, passing the ball, shooting, and heading". Meanwhile, according to Lhaksana, explaining basic techniques in playing futsal include, 1) basic techniques of passing, 2) basic techniques of holding the ball (control), 3) chipping basic techniques, 4) dribbling basic techniques, and 5) basic shooting techniques. According to Justinus Lhaksana, (2011: 208)

Based on opinion above, it can be concluded that the purpose of student participation in futsal learning program's to improve basic movement skills, improve physical fitness components, develop motor skills, introduce herding skills in futsal games and help increase student confidence.

The goals achieved through a futsal learning program in schools are different from those of an achievement futsal club. Futsal learning in schools emphasizes the achievement of three aspects as a whole are cognitive, affective and psychomotor aspects. Cognitive aspects want to be achieved through futsal learning is an increase in students' understanding of the basic motion of dribbling concept. In addition, courage, hard work, and students' confidence which is affective domain can also develop. Psychomotor aspects are expected to increase the experience of movement and the amount of time student learning activities increase so that it has an impact on student skills.

Jim Lavin stated, "Every child is capable of being creative. However, when pupils are forced to suppress their creativity by participating in an activity they dislike or

those that do not motivate them, then their response can lead to inappropriate behavior". According to Jim Lavin (2008: 5) that explains 'bout every child has the ability to develop creativity, but when children are forced to emphasize their creativity by participating in an activity that they dislike about or that doesn't motivate them, creativity is difficult to emerge. Weaknesses in physical education often occur monotonous model development often makes students experience boredom in following physical education subjects.
So it's expected that in using these models the teacher can harmonize with the conditions and situations faced by students. Making an appropriate development model in dribbling material which of course must support the movement associated with dribbling (initiation, strike, and advanced movement). Related to the statements that have been stated above, it shows that it is necessary to develop a dribbling model in the futsal game, which later can be used as a solution to make it easier for students to learn to dribble more effectively.

Research and development according to Borg & Gall (1983: 772) is a process used to develop and validate educational products. According to Nusa (2011: 77) research and development is a term used to describe activities related to the creation or new discoveries, methods, and new products or services by using new knowledge found to meet market needs or demands. Research and development (research and development or R&D) according to Sugiyono states that research and development is a research method used to produce certain products and test the effectiveness of these products. Sugiyono, 2011: 297). So, the learning models development's the research result that's oriented towards the product development results. So, research and development can produce products and can be teste these products effectiveness. Sukmadinata explained that products produced from research and development activities aren't always in objects or hardware form, such as books, modules, learning aids, but can also be software, such as computer programs, classroom learning, libraries or laboratories, or education models, learning, guidance, evaluation, management, and others (Sukmadinata, 2005: 164).

METHOD

Study approach used is qualitative and quantitative approach, which's an approach to finding answers to problems through the problems formulation that have been formulated in chapter I, namely learning to design futsal balls for junior high school students. The final result of this development research is that the game-based futsal dribbling learning model for junior high school will produce a product in a complete learning method form with product specifications as well as testing the effectiveness of the learning model that's made, so it can increase student learning motivation and can also used as a teacher's grip to improve learning to dribble futsal. Research and development in this learning uses qualitative and quantitative approaches and uses the Research & Development (R & D) development model from Borg and Gall which consists of ten steps or it can also be described in development stage scheme as shown below:

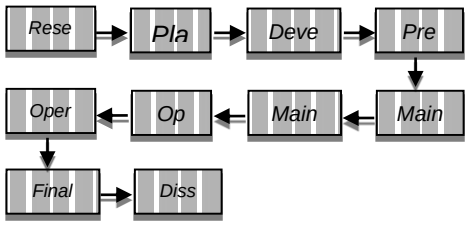

Figure 1. Instructional Design R & D Source:Walter R. Borg and Meredith D. Gall, Educational Research: An Introduction, 4th Edition. (New York: Longman Inc., 1983)

RESEARCH RESULT

Result

That there are 33 out of 35 forms of learning models that have been developed. Based on expert tests conducted on the futsal dribbling learning model for junior high school students, the following conclusions can be drawn: (1) Based on the expert tests conducted, it can be concluded that the variations of models 10 and 25 are learning models. which is not appropriate given to junior high school students. (2) For variations in learning model 33 it's seen as having a moderate difficulty level so that it can make it easier for students to make movements, but to be more convincing this variation will be seen its effectiveness and feasibility after small group trials. (3) Based on expert test which was carried out from 35 learning variations, it left 33 learning variations that would be tested at a later stage.

Table 1. Average value
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Mean Error
Pair 1	Initial Test	12.50	60	4,339	.560
	Final Test	15.67	60	4,237	.547

Model Effectiveness

First Stage Results / Small Group Trials The small group trial stage for students of SMPN 2 Ciledug, totaling 15 people. The learning model of futsal dribbling for junior high school age that the researcher made after being evaluated by the expert, then underwent a stage I revision. The data obtained were used as a basis for making revisions in the next first stage, namely stage II trials.

Based on small group trials evaluation conducted by researchers, it can be concluded as follows: (1) Basically all variations can be applied, but must be adjusted from easy to difficult levels so that children's abilities can increase. (2) When conducting small group trials that all models must be sorted from the easy agility learning model to the more difficult level.

Second Stage Results/ Large Group Trials

After the product development results of the game-based futsal dribbling learning model for junior high school students were tested in small numbers and had been revised, the next step was to conduct large group trials. Based on the results of limited trials (small group trials) that have been evaluated by experts, then the researcher revised the initial product and obtained 33 game-based dribbling learning models that will be used in large group trials.

The next step after the model underwent a stage II revision from the experts, then proceed with testing the product to a large group using 60 research subjects consisting of 20 students of SMPN 1 Ciledug, 20 students of SMPN 2 Ciledug and 20 students of SMPN 1 Waled.

The data in the table above are the results of the pre-test and post-test results obtained by large group trials that were previously carried out by pre-tests or pre-tests and post-tests that were carried out on students, before the implementation of learning models applied to students. Initial to find out the results of learning to dribble the subject to be studied, after the treatment is given, the subject is tested again with the same test as the servicing down before this test.

Post test is used to find out whether there is an increase in the learning outcomes of herding after giving treatments in the herding learning models form. To calculate the effectiveness test using (t test) with an analysis of the difference between two means for dependent samples, such as the opinion in Kadir (2010: 198) about dependent samples are samples whose existence affects each other (correlates). In calculations using SPSS 16 with paired sample t-test analysis.

a. Average value

Based on the output results by SPSS 16, the average value of learning outcomes for volleyball underservice before being given the learning model is 12.50 and after being given treatment with the learning model 15.67 it means that the average value of futsal dribling has increased.

b. Correlation coefficient

Based on the table output results above, the learning correlation coefficient before and after being given the under-service model is p-value 0.00 <0.05, so the conclusion is significant.

c. Significance of the Difference

In significance test of difference with SPSS 16, the results obtained t-count = 13.446, df = 59 and p-value = 0.00 <0.05, which means that there is a significant difference in student under-service learning before and after the treatment of the futsal dribbling learning model.Based on this information, it can be said that the learning model of developing a futsal ball for junior high school age can effectively improve learning to dribble futsal for junior high school age. The following is a comparison of the average level of dribbling skills before giving treatments and after giving treatment with learning models. mengirirng futsal with a bar chart in the following image:

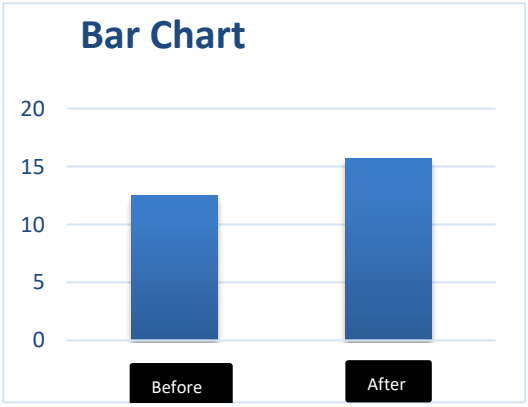

Figure 2 Bar Chart
(Product Feasibility Trial)

The small group trials and large group trials results can be concluded that the futsal dribbling model for junior high school age can be used in learning process of futsal dribbling for junior high

school age and is feasible and effective to improve students' futsal dribbling learning.

DISCUSSION

Based on the results obtained in the table above, it can be concluded that the learning model for junior high school futsal ball can and its suitable to use at school and its effective to improving children's futsal dribbling skills. There's a comparison of numbers that show the results of the initial test and the final test have progressed, from the initial test which amounted to 750 then treated in the form of futsal dribbling models that have been developed then the final test or post test is then held to determine the effectiveness of model developed and obtained. The number of data is 940, so the learning model for playing futsal is effective for developing learning to dribble futsal for junior high school students.

Seeing the shortcomings and advantages of the products made, there are inputs that researchers will convey in order to achieve the improvement of this product, while the input is as follows:

a. In this model there is a need for movement adjustments to students learning with a futsal dribbling model.
b. The use of more equipment and paying attention to comfort and safety can make children maximal in doing the futsal dribbling models provided by the teacher.
c. Characteristics and understanding of students, must provide direct practice for students to learn movements that are felt new to do.

1. Product Discussion

The futsal dribbling model made by the researcher is a product that aims to assist teachers or coaches in delivering learning materials to dribble futsal, improving students' ability to lead, and as a reference for learning materials. Futsal ball dribbling learning model is made based on the level of children's needs in physical education activities, especially in learning activities to teach futsal ball for junior high school aged children.

After reviewing this product regarding several weaknesses that need improvement, it can be said that some of the advantages of this product include:

a. Improve students' futsal dribbling skills.
b. This model can make students more active and enthusiastic in practicing and learning to dribble futsal.
c. Students can feel the comfort and safety in the learning process to dribble futsal at school.
d. The game-based dribbling model is more effective and efficient
e. Can help teachers / trainers in the learning process at school.
f. As a reference for learning at school.
g. Contribution to science, especially physical education in schools.
h. This game-based futsal dribbling model is carried out systematically from easy to difficult things.
i. Students are also required to think quickly, accurately.
j. The model used is very varied which can increase the enthusiasm of students in learning.

2. Product Limitations

This development research has been tried to the maximum in accordance with the abilities of the researchers, but in this research there are still several limitations that must be recognized and put forward as a consideration in generalizing the results of the research

achieved. The limitations include the following:

a. Field trials of this research will be even better if it is carried out in a wider scope.
b. The products used are far from perfect.
c. The facilities and infrastructure used are still limited.
d. The explanation and regulations in the futsal dribbling model are still far from perfect.

CONCLUSION

Based on the data obtained, from the results of field trials and discussion of research results it can be concluded that:

1. With a game-based futsal dribbling model for junior high school students, it can be used as material for lower serve materials effectively and efficiently.
2. With the dribbling material that the researchers have developed, junior high school children can understand the dribbling material quickly and correctly.

Suggestion

In this section, some suggestions are put forward by the researcher in relation to the product being developed. The suggestions put forward include suggestions for utilization, suggestions for dissemination, and suggestions for further development.

Utilization Suggestions

This model can be used by Physical Education teachers where in its use they should pay attention to the situation and conditions of both the environment and the children who will be given a learning model. The infrastructure that cannot be found completely is also a consideration in the application of this learning model.

Dissemination Advice

In the dissemination of wider target development products, researchers provide suggestions, including:

a. Before being disseminated, this product should be rearranged to be better, both about the appearance packaging and the content of the product material being developed.
b. In order to use this model of dribbling futsal for junior high school students, more should be printed, so that later users can know and be able to master dribbling well.

Further Development Suggestions

In developing this research in a further direction, the researcher has several suggestions, as follows:

a. Research subjects should be carried out on a wider range of subjects, both in junior high school and in other clubs that are used as a trial group.
b. The results of the development of the dribbling model for junior high school students can be disseminated to junior high schools and clubs.

Those are the suggestions for utilization, dissemination, and further product development for the development of game-based futsal dribbling model.

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