



## **Improving the Results of Learning Basic Motion Dribble Football Through the use of Audiovisuals for Class VIII Learners at SMPN 6 Banjarmasin**

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### **Abstract**

Research is conducted collaboratively between researchers and learners. Researchers act as teachers while the learning process is ongoing. This research is carried out through a class action research design which consists of two cycles. Each success rate cycle is adjusted to the competencies expected to be mastered by learners. The media used in this study is audio-visual media. This research was conducted in the even semester of the 2021/2022 school year, increased learning of football dribbles is in March - July. The subject of this study is a class VIII student of SMPN 6 Banjarmasin consisting of 20 learners. The results of research in the form of Pre Test, Cycle I, and Cycle II in the Divergent-style learning process, it turned out that there has been a significant increase in participants' learning outcomes. This can be seen from the increasing value of the Percentage of Learning Completion as well as the average value of student learning outcomes. The results of the cycle II test turned out that the completion value obtained by participants in class VIII of State Junior High School 6 Banjarmasin had reached 9.55%. The use of audio-visual media can improve the learning outcomes of participants in class VIII SMPN 6 Banjarmasin, especially during the pandemic which limits meetings between teachers and students.



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## INTRODUCTION

There is a pandemic of the Covid-19 virus, so teachers and students cannot learn directly. The Learning Process has emphasized aspects that can be done effectively even though face-to-face between teachers and learners is limited. In a study conducted by Henni (2021) in central Java, 75% of teachers in learning implements were in good categories, and 25% of PJOK teachers were declared quite good in the implementation of learning. There is only one junior high school that is still said to be quite good in the implementation of PJOK learning online.

Especially for less talented learners, big ball games, especially football, are presented in the form of videos made by teachers as interesting activities. A physical education teacher is required to be able to carry out his duties for the purposes of physical education. The lack of creativity and innovation in learning methods and learning media developed by physical education teachers, especially in the online learning period, makes physical education lessons ineffective. In the initial observations in the process of learning large balls in the subjects of physical education sports and health basic motion material Dribble ball in the big ball game of football in class VIII learners in SMPN 6 Banjarmasin, there are about 57% with an average score below the standard value of completion of 70%. This is due to students who have difficulty in following the basic motion lessons of Dribble ball in online football games so that the value is less than enough. Based on the data and

observations of the author, the basic movement learning of Dribble ball in football games is interesting to study together so that the development of learners becomes better in performing the basic movements of large footballs such as the movement of dribble balls. The media used to increase the value of learners' completion in this study is audio-visual learning media.

## METHODS

This research is a type of class action research. The research was conducted at The State Junior High School 6 Banjarmasin precisely in class VIII. This research is carried out through a class action research design consisting of two cycles. Each cycle includes Planning, Implementation, Discussion, and Reflection. The free variable in this study is audio-visual as a medium of learning aids. The bound variable is a skill in the basic dribbling techniques of football.

## RESULT

Cycle I Test data obtained data on the results of the inner leg test with a score range from 6 (minimum) to 12 (maximum), while the average score is 8. data on the results of the outer leg test with a score range from 5 (minimum) to 12 (maximum), while the average score is 7.3. And for the data of the results of the instep test with a score range from 4 (minimum) to 12 (maximum), while the average score is 7.35. The results of the cycle I tested obtained by the participants showed that the basic dribbling technique

ability in the participant's football game was still low.

**Table 1.** Cycle I Test Result

Calculation Result	Cycle I Test					
	the inner leg		the outer leg		the instep test	
	Score	mark	Skor	mark	Skor	mark
Average	160		146		147	
Maximum	11-12	8	11-12	7,3	11-12	7,35
Minimum	6-7		5-6		4-5	

**Table 2.** Cycle II Test Result

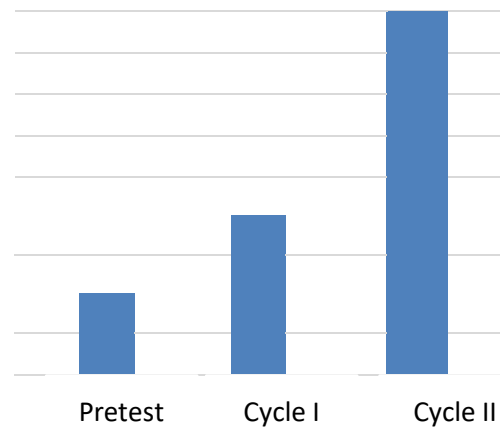
Calculation Result	Tes Siklus II					
	the inner leg		the outer leg		the instep test	
	Score	mark	Score	mark	Skor	mark
Average	218		222		219	
Maximum	11-12	9,48	11-12	9,65	11-12	9,52
Minimum	6-7		5-6		7-8	

From the above data, it can be known that the Second Cycle Test data were obtained on the results of the inner leg test with a score ranging from 6 (minimum) to 12 (maximum), while the average score was 9.48. For the data of the outer leg test results with a score ranging from 5 (minimum) to 12 (maximum), the average score is 9.65. Data on the results of the foot injury test with a score range from 7 (minimum) to 12 (maximum), while the average score is 9.52.

**Tabel 3.** Summary of Test Results

No	Calculation Result	Total Amount Complete Participants	Persentase	Average	Description
1.	Pre Test	3	15%	1,88	Incomplete
2.	Cycle I Test	5	2,5%	7,55	Incomplete
4	Cycle II Test	20	100%	9,55	Completed
Total Amount Completed Participants		20			

For all 20 learners, it turns out that all students (100%) already have complete learning, only For more details about the data on pre-test learning completion, Cycle I Test, and Cycle II Test can be seen in the form of the following graph.



**Grafik 1.** Student Learning Completion

## DISCUSSION

Pre Test results obtained by learners by dribbling through the cone, still can not achieve the criteria of completeness in dribbling because there are still many participants who are shot when dribbling does not pass the cone because of the distance between the foot and the ball when dribbling the ball is too far. The results of the cycle I test obtained by the participants showed that the basic dribbling techniques of the participants' football were still low. This can happen because the learning process carried out by physical education teachers has been less than optimal. That's why researchers have concluded the need for Divergent-style learning. The results of a cycle showed that the number of study participants who already had the completeness of learning basic motion is

still low. This is what needs to be observed, teachers must be able to understand every difference in participants, but teachers must still try so that the percentage of participants who complete learning basic movements continues to increase. Analysis of the basic movement skills of dribbling participants in the football learners in the cycle I tested was not maximal enough, so it needs to be continued to the implementation of cycle II, this can be seen from the obstacles that researchers found during the learning process.

The implementation of actions in the form of cycle 1 is carried out for several reasons, namely because there is still a low ability of participants in performing basic football dribbling movements and the activities of learning basic dribbling techniques to the maximum. Most of the participants still have the basic movement ability of low dribbling techniques. In the results of the foot movement test when touching the ball that is not suitable so is usually to change direction when dribbling which is the main obstacle, so there are still many participants who have not completed it. Physical education teachers still rarely practice it with students, so the ability of participants to do dribbling movements is still low.

This is what researchers improve in the implementation of cycle II, before the implementation of cycle II, researchers together with friends of the faculty of physical education provide a clearer briefing on the basic techniques of dribbling in football games and the components of the test to be carried out. In addition, the time and quality of

heating in the implementation of cycle II are improved.

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Based on the results of research in the form of pretest, cycle i, and cycle ii in the divergent-style learning process, it turns out that there has been a significant improvement in participants' learning outcomes. This can be seen from the increase in the value of the percentage of class completeness as well as the average value of the participants' learning outcomes. The results of the cycle ii test turned out that the completion value obtained by participants in class viii of state junior high school 6 banjarmasin had reached 9.55 (completed).

## CONCLUSION

The use of audio-visual media can improve the learning outcomes of participants in class VIII SMPN 6 Banjarmasin, especially during the pandemic which limits meetings between teachers and participants. The improvement in learners' learning outcomes can be seen from the value of learning outcomes achieved through the provision of tests such as Pre Test, Cycle I, and Cycle II. Learners who participate in the learning process are 20 with the number of completed participants as much as 20 or 100%. Departing from the results of research and conclusions, it is very necessary to pay attention to the initial ability of learners before holding learning to choose the right action for learners at the time of learning, because one of the causes of the unsuccessful achievement of the planned teaching program goals is the lack of knowledge to choose the media to be used so that students can achieve learning goals.

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