

Project Based Learning Model: Can It Improve Dribbling Skills In Soccer Games?

By Youssouf Haïdara



³
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Abstract

Study purpose. The ability to dribble is a very important skill in soccer, because dribbling skills in soccer aim to be able to pass opponents so that players have the opportunity to provide bait. However, there are still many students who have difficulty in dribbling in soccer games.

Materials and methods. This research uses a descriptive method in the form of Classroom Action Research. In this study using a learning tool, namely the Learning Implementation Plan (RPP). The data collection instrument is a test using periodical notes. The subjects in this study were all class XI students of State Senior High School 1, Merau District, Ketapang Regency, totaling 39 students

Results. The results showed that there was an increase in cycle I of 25,6%, but this figure was still relatively low, so it was necessary to continue in cycle II. Based on the results in cycle II, it showed that 89.7% of students completed, and there was a difference in the increase in cycle I and cycle II, namely 64.1%. Based on these results, there is an increase in learning outcomes to dribble (soccer) through problem based learning models.

Conclusion. The results of this study indicate that the problem based learning model can actually improve the learning outcomes of herding in soccer games. These results can be used as a reference in PJOK learning, especially in big ball game material (soccer).

Keywords: Problem Based Learning Model, Dribble, Soccer

Introduction

Learning is a two-way learning interaction process, namely educators and students as well as students with their colleagues. Where is the process of educative interaction to make students learn actively and be able to change their behavior through learning experiences (Masdul, 2017), Facilitate students or learners to learn according to their needs (Angga et al., 2022), and assistance provided by educators so that the process of acquiring knowledge and knowledge occurs, mastering skills and character, as well as forming attitudes and beliefs in students (Fitrah et al., 2022). Therefore educators must have the ability to guarantee protection against the impact of products provided to students in the learning process (Prayogi, 2020), education reform must always be carried out to improve the quality of education of a nation (Afni et al., 2021). One of the compulsory subjects in the school environment is PJOK (Rubiyatno & Suryadi, 2022; D. Suryadi et al., 2022).

PJOK subjects are important lessons to be learned in the learning process at school (Hasrion et al., 2020), starting from early childhood education to high school (D. Suryadi & Rubiyatno, 2022). Sports and health physical education helps improve human quality which emphasizes fostering healthy living behavior, through the principles of physical education (Wardana et al., 2020), subjects that are synonymous with physical activity as a medium to achieve learning objectives (Haris, 2018). In addition, physical activities that are often carried out in PJOK lessons such as playing (Syafriadi et al., 2021). Through physical activity, students become fit (Hardinata et al., 2021), and in line with the research that physical activity can make the body healthy and improve body fitness (Baek et al., 2020; González-Fernández et al., 2021; D. Suryadi et al., 2021), and *vo2max* endurance (Supriatna et al., 2023).

One of the game sports material that is mandatory and contained in the physical education curriculum in schools is soccer (Qohhar & Pazriansyah, 2019). Football is one of the main subjects in PJOK subjects which is certainly studied at every level of school (Kuswoyo, 2019), team game sports require every player to have qualified physical endurance (Busyairi & Ray, 2018). In addition, there are also skills that must be mastered first, such as kicking, throwing, holding, carrying the ball by kicking (dribble) and catching the ball (Yunus, 2013). Football games are liked by almost all circles (D. Suryadi, 2022), This can be seen in the enthusiasm of women for the sport of soccer (Carr & Power, 2020), grown men, teenagers, old people, and even small children have started playing it (Perdana, 2021). Where, the teaching process is an attempt to create an environmental system that teaches students so that teaching goals can be achieved optimally (Oktaviani & Wulandari, 2019), facilitating student learning, choosing learning strategies that suit the characteristics of students (Fadhilah, 2021).

To create a conducive and pleasant learning atmosphere for teachers, teachers must develop their creativity (Pentury, 2017), deliver messages and information to develop knowledge in the curriculum as creatively as possible so that students are enthusiastic about receiving the message (Fitriyani et al., 2021). Then motivate and bring out the creativity of students during the learning process takes place, using several varied methods and strategies, for example group work, problem solving and so on (Ucus, 2018). Thus the goals of teaching and education where students can be successful in their learning tasks, so can teachers be successful in teaching and educating in accordance with the goals to be achieved (Dewi, 2020). Student learning achievement can be used as a guideline for assessing success in student learning activities (Anwar et al., 2020). Besides that, the success of an education in schools can be if there are changes in behavior, thinking, and movement abilities, it can be monitored from the learning outcomes that have been achieved by students (Kuncahyono et al., 2020; Mulia et al., 2021; Rani et al., 2021). Therefore the role of the teacher is very important in contributing to the success of their students (Hidayat & Kosasih, 2019; D. Suryadi et al., 2023).

21st century learning can be developed with various learning models and strategies that are based on activities that match the character of competencies and learning materials (Fitrah

et al., 2022). The success of implementing a learning model can also be influenced by student characteristics, one of which is self-efficacy (Safithri et al., 2021). Therefore there is a learning model that can be used to overcome problems that occur in learning, namely project based learning. Project Based Learning learning is a learning model that produces projects as the core of learning (Izati et al., 2018) (Muskania & Wilujeng, 2017). Then use the learning objectives as a problem as a step to collect and integrate knowledge based on experience for real activities (Elisabet et al., 2019; Rani et al., 2021). Project based learning is used as an assessment strategy as well as a learning model (Iszur et al., 2020), student-centered to build knowledge and explore problems, and create a concept of an authentic problem (Mahendra, 2017). Project based learning also aims to encourage students to be more active, creative and independent in finding solutions (Safitri et al., 2018), which requires higher thinking skills to succeed (Iwandana & Stiyaningromo, 2021) so as to increase students' understanding of the material (Sudirman, 2023).

Based on the results of observations by researchers with physical and health education teachers of class XI, State Senior High School 1, Marau District, Ketapang Regency, information was obtained about the basic ability to dribble in big ball games (soccer) is still very low. Then some students do not understand and do the techniques of dribbling the ball. so that many students did not complete the learning of the dribbling sub-material to achieve the minimum completeness criteria (KKM), only 40%. Therefore, teachers must improve their abilities, especially the use of learning methods or models (Trimantara, 2021), and use learning models in creative ways (Abidin, 2019). Selection of the right method greatly affects the understanding of students in a lesson (Firdaus & Hidayat, 2014). Based on the results of research that has been done Nasution, (2017) that learning methods play an important role in learning outcomes, which is then reaffirmed by research Suryadi et al., (2023) that learning achievement can be influenced by learning methods and give positive results.

Although previously the same research was conducted by Herdianto et al., (2021) examining the problem-based learning model on soccer dribbling results, there are differences in the samples and locations of the research. Therefore, this is also one of the gaps and the importance of this research to be carried out. The solution offered to improve the ability to dribble in big ball games (soccer) is a project based learning model. This research was conducted at schools and materials that had never used the project based learning model by other researchers. In addition, to prove the effectiveness of the project based learning model so that it becomes a reference for field practitioners in overcoming learning problems related to increasing the ability to dribble in soccer games.

Materials and methods

Study participants.

The subjects in this study were all class XI students of State Senior High School 1, Merau District, Ketapang Regency, totaling 39 students. Since this research is Classroom Action Research (CAR), the entire population becomes the sample (full sample), totaling 39 people. This research was conducted in class XI of State Senior High School 1, Merau District, Ketapang Regency for physical and health education subjects with the material of dribbling in a soccer game.

Study organization.

This research uses a descriptive method in the form of Classroom Action Research. The classroom action research method based on the Kemmis and Mc models was used in this study (Purohman, 2018). This research consists of several cycles, each cycle through the stages, action planning, action implementation, observation and reflection (Arikunto, 2017).

In this study using a learning tool, namely the Learning Implementation Plan (RPP). The data collection instrument is a test using periodical notes. Classroom Action Research is

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 planned to be carried out in two cycles and each cycle has 4 stages, namely: action planning, action implementation, observation and reflection for planning the next cycle.

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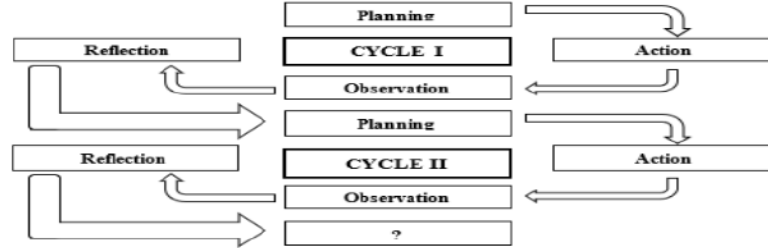


Figure 1. Classroom Action Research Design

The research instrument in this study is a portfolio assessment sheet for learning process tests I and II. The learning process test is given after teaching using the play approach model and learning variations carried out. In this test students are asked to perform a series of dribbling in soccer games (initial attitude, implementation attitude, advanced attitude), and researchers assess each process of implementing a series of dribbling techniques in soccer games performed by students.

Table 1. Assessment of soccer dribbling learning outcomes

Indicator	Descriptor			
Starting Stance	4	3	2	1
Introductory Stance	4	3	2	1
Final Attitude	4	3	2	1

Source : (Pulungan & Bangun, 2019)

Statistical analysis.

Data analysis in this study uses percentage descriptive, descriptive calculations are assisted by Microsoft Excel 2019 software.

Results

The research began by conducting a pretest first, namely related to dribbling skills in big ball games (soccer). Students carry out tests and measurements to determine initial abilities before being given treatment, namely the project based learning learning model, can be seen in table 2. The treatment was given for two cycles. In cycle 1 students will be given treatment and at the end will do another test to see the effect of the treatment given and become evaluation material for the next learning process, can be seen in table 3. In cycle 2 students are again given treatment, namely the project based learning learning model and then at the end of learning the last test and measurement will be carried out as a measure of the success of the treatment that has been given for two cycles, which can be seen in table 4. The results of research on differences in learning outcomes from pre-cycle 1-cycle 2 can be seen in table 5.

Table 2. Data Distribution of Pre-Skill Dribble

No	Value	Student	Percentage (%)
1	0 – 20	0	0%
2	21 – 40	0	0%
3	41 – 60	33	84,6%
4	61 – 80	6	15,4%

5	81 – 100	0	0%
Total		39	100%

The results in table 2 show that the number of students whose scores are still below 61 is very large, namely around 84,6%. While students who scored above 60 totaled 6 people with a percentage of 15,4%. And the value of 81 and above cannot be achieved by students.

Table 3. Data Distribution of Cycle I Dribbling Skills

No	Value	Student	Percentage (%)
1	0 – 20	0	0%
2	21 – 40	0	0%
3	41 – 60	27	69,3%
4	61 – 80	7	17,9%
5	81 – 100	3	7,7%
Total		39	100%

The results in table 3 of cycle 1 regarding the data of students who have been given the first treatment show positive results. This can be seen that there is an increase in the score of 81 and above there are 3 students out of a total of 39 achieving it, while the value of 61 – 80 there are 7 students or around 17.9% who achieve it and 27 students or 69.3% are trying to improve their results. learn.

Table 4. Data Distribution of Cycle II Dribbling Skills

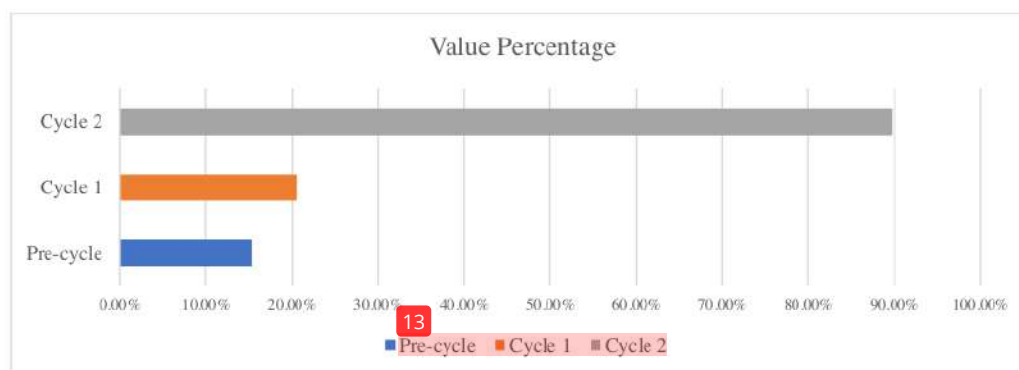
No	Value	Student	Percentage (%)
1	0 – 20	0	0%
2	21 – 40	0	0%
3	41 – 60	4	10,3%
4	61 – 80	21	53,8%
5	81 – 100	14	35,9%
Total		39	100%

The results in table 4 regarding cycle 2 data show an increase in the learning outcomes of dribbling skills, namely at a value of 81 and above there were 14 students who succeeded in achieving it, while there were 21 students with a score above 60 and a score below 60 remaining 4 students who had not reached the KKM .

Table 5. Distribution of Students Reaching KKM

Cycle	The number of students	Percentage (%)
Pre-cycle	6	15,4%
Cycle 1	10	25,6%
Cycle 2	35	89,7%

The results in table 5 show that the movement of students who achieve the KKM has increased starting from pre-cycle 2. In the pre-cycle the percentage of students who did not reach the KKM was 2.56, for cycle 1 it was 15.38 and finally in cycle 2 it increased to 89.74% of the number of students who were able to achieve KKM scores.



Graph 1. Student Percentage Results

Discussion

This study aims to determine the effectiveness of the project based learning model in improving dribbling skills in big ball games (soccer). The results of the study showed a positive difference in percentage values in pre-cycle 1 - cycle 2, which means there was an increase in learning outcomes. Therefore, this study shows that there is an influence and improvement through the project based learning model on dribbling skills in soccer games. This is due to the project-based learning model which makes students more confident in displaying skills and a fun learning atmosphere so that the process of understanding the material becomes easy. Relevant research has proven that there is a significant effect on soccer dribbling after applying the problem-based learning model (Lerdianto et al., 2021). In line with this research is Hamidah & Citra, (2021) said that the project based learning model makes students have an interest in learning and confidence in presenting the projects that have been made.

Research result Fitri et al., (2018) that the interest in learning actively and independently is influenced by the problem based learning model, so that high learning interest will result in good achievement, but on the contrary, low learning interest results in low achievement (Apriliani & Pangayuh, 2018). Learning using the PBL learning model is able to increase student cooperation and collaboration in solving problems, through research conducted by Ahwan et al., (2023) that the project based learning method succeeded in increasing students' collaboration skills through physical fitness activities. Students share opinions to build knowledge and gather information so they can instruct friends who don't understand the material (Husain, 2020). the ability to collaborate raises opportunities to provide solutions in solving existing problems (García, 2016).

Project Based Learning is student-centered learning and empowers students to conduct research (Ali et al., 2022), the teacher gives scenarios of problems taken from everyday life problems (Tsatse & Sorensen, 2021), then integrate theory and practice, and apply knowledge and skills to develop feasible solutions to solve a problem (Bindayna & Deifalla, 2020). After that students are given the freedom to make rational decisions about the stages of the project (Iwanda et al., 2021), but need to be supervised and guided while working on the project.

The project based learning model is able to have a positive influence, due to differences in learning outcomes that can be seen from the interest and understanding of students (Aini et al., 2018; Nisrina et al., 2021), direct students to be more active in learning and the teacher will become a facilitator (Hamidah & Citra, 2021), and placing students as student centered who carry out problem analysis, design strategies in solving problems, take actions, and compile reports on the results of activities that have been completed (P. G. E. Suryadi et al., 2019). Research result Roziqin et al., (2018) states that the project based learning model is able to increase interest in learning and science process skills. Similarly, Gorghiu et al., (2015) stated that problem-based learning is efficient in science learning.

Conclusions

The results of this study have a strong theoretical basis related to the project-based learning model, which can be seen in the references listed in the background and discussion results. The results also showed an increase after the treatment using the project-based learning model on dribbling skills in big ball games (soccer). The results of this study provide additional references for field practitioners in overcoming learning problems, especially in the material of big ball games (soccer). The limitation in the research lies in the sample used, where the sample is still relatively small and cannot describe the whole. In addition, there was no comparator to determine the difference in effectiveness. So that researchers provide recommendations for further research can use other materials that exist in sports subjects, That way the usefulness of the project-based learning model can be better known the characteristics of the material that can be used.

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Conflict of interest

All authors declare that there is no conflict of interest whatsoever in this research.

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