Journal of Sport Education, Coaching, and Health
(J O C C A)
ISSN (E): 2797-3565 - ISSN (P): 2797-4197
Volume 4, Number 2, Year 2023, pp.137-145
Email: journal.jocca@gmail.com; Website: http://sainsglobal.com/jk

The Learning Outcomes of Playing Football Through the Small-side Game Learning Model

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Authors' contribution:
A. *Conception and design of the study;* ***B.*** *Acquisition of data;* ***C.*** *Analysis and interpretation of data;* ***D.*** *Manuscript preparation;* ***E.*** *Obtaining funding*

Received: May 28, 2023 **Accepted**: June 12, 2023 **Published**: 21 June 2023

ABSTRACT

This study aimed to determine the results of learning to play football through a small-sided games learning model. This research is a type of classroom action research. The population of this study was students of SMP Negeri 4 Anggeraja Enrekang. The number of students of SMP Negeri 4 Anggeraja Enrekang. The sample selected in this study is representative to represent the students of SMP Negeri 4 Anggeraja Enrekang as a whole. Sampling is done using random sampling techniques. The number of samples used was as many as 40 students. The type of data collected is quantitative data. Following the type of data collected, the analysis of research data is carried out through quantitative analysis using percentages. Quantitative analysis is applied to data on initial test results of football playing skills, evaluation results in the first cycle, and evaluation results in the second cycle. The results of the study concluded that: the application of the small-side game learning model improves the quality of learning as evidenced by the increase in the average ability of basic skills to play football for each student, and learning that was previously centered by the teacher is now reversed to student-centered learning through tournaments or matches between them, the teacher is more of a mediator/facilitator in student teaching and learning activities. The results of student responses to the implementation of the small-side game learning model show that students are happy, motivated to learn, can find new things, and more easily and dare to follow physical education subjects

Keywords: Learning Outcomes; Play; Football; Learning Model; Small-Sided Games.

How to Cite : **Suyudi, Imam.** (2023). The Learning Outcomes of Playing Football Through the Small-Side Game Learning Model. **Journal of Sport Education, Coaching, and Health (JOCCA).** 4(2), pp.137-145

INTRODUCTION

In the football learning model using small-side games, students learn basic soccer techniques in the form of playing in small groups with limited field area (Isnani & Kartiko, 2017). The small-sided game learning model is often applied in the process of practicing football playing skills using two-on-two, three-on-three, four-on-four patterns, and so on

(Setyo & Sudarso, 2017). The basic techniques of soccer playing skills learned are not done in parts but can combine more than one type of basic technique at once (Fuadi & Darmawan, 2017). Coordination of student movements in combining basic techniques of football playing skills can develop better.

The basic concepts of the small-side game learning model can develop students' abilities in various football engineering skills (Fatimah & Darmawan, 2018), where students will increase their creativity in playing in small groups (Hastari & Darmawan, 2019). In playing with the small-side game, students must have the ability and accuracy to control the ball (Nikmah, Rahmawati Al Adha Darmawan, 2019), the accuracy of passing the ball, agility to deflect the direction of the ball, or dribble in a limited area so that the opponent cannot grab the ball (A. K. Putra & Darmawan, 2019).

In the small-side game learning model, the form of play is also practiced (Nafiah &; Darmawan, 2019) by trying to put the ball into the opponent's goal through teamwork in a limited area of the field (Novitasari &; Darmawan, 2019), e.g. three-on-three, five-on-five, and six-on-six (Ridwan, 2020). The learning model will master technical skills, tactics, teamwork, and accuracy of shooting on goal (Yanti &; Darmawan, 2019). In learning football using small-side games in various formations, steady ball control skills are not enough to support the course of training (Wijaya &; Darmawan, 2020), Because players must open up opportunities to pass the ball, dribble, and shoot the ball into the goal (Kasan et al., 2020).

Some students can practice the football learning model with small-side games and some are still very limited in controlling the ball, passing the ball, and deflecting the direction of the ball in a limited area (Irawan & Muhtarom, 2021). For students who have good basic football techniques (A. N. Son et al., 2022), the football learning model with small-side games will work smoothly, but students who are less need special handling so that they can play the ball (Fernando & Hartati, 2021).

METHODS

The research variables involved in this study, namely; (1) The independent variable is the small-side game learning model, and (2) The dependent variable is the result of learning football playing skills. This research is a type of classroom action research. The research design used is a time series, namely learning football games using a small-side game learning model carried out in two cycles, namely cycle I and cycle II. After the first cycle is completed, an evaluation is carried out to determine the improvement of learning outcomes of students' football playing skills. Learning football playing skills in the second cycle is a correction of various shortcomings that occur in the first cycle. Before the implementation of actions in the first cycle, diagnostic tests and initial observations were held about students' football playing skills, then learning I – II using small-side games. The model and format of actions to be given in cycle I are adjusted to the results of initial observations in students, while the actions applied in cycle II are determined based on the results of reflection in cycle I. Following the nature of classroom action research, the procedure for conducting research for each cycle through the stages of (a) planning, (b) implementation of action, (c) observation and evaluation, and (d) reflection.

The population of this study was students of SMP Negeri 4 Anggeraja Enrekang. The number of students of SMP Negeri 4 Anggeraja Enrekang. The sample selected in this study is representative to represent the students of SMP Negeri 4 Anggeraja Enrekang as

a whole. Sampling is done using random sampling techniques. The number of samples used was as many as 40 students. The 40 students will be taught basic techniques of playing football using a small-side game learning model of two cycles, each cycle consisting of two meetings.

The type of data collected is quantitative data. Following the type of data collected, the analysis of research data is carried out through quantitative analysis using percentages. Quantitative analysis is applied to data on initial test results of football playing skills, evaluation results in the first cycle, and evaluation results in the second cycle.

Descriptive statistical analysis is intended to obtain a general picture of the research data obtained, namely data on initial test results of football playing skills, evaluation results in the first cycle, and evaluation results in the second cycle. Things to know in descriptive statistical analysis are the average value (X), standard deviation (s), total value (ΣX), and total squared results of values (ΣX2) from the research data. Data normality testing is carried out to find out that the data obtained is normally distributed. The data tested for normality are data on the initial test results of football playing skills, evaluation results in the first cycle and evaluation results in the second cycle.

The test criteria in data normality testing using the Lilliefors test, that is, if the L0 > L values are critical, then H0 is rejected and H1 is accepted, meaning that the experimental data obtained are not normally distributed. If the values of L0 < L are critical, then H0 is accepted and H1 is rejected, meaning that the experimental data obtained are normally distributed. After the requirements of statistical analysis are met, namely normally distributed data, the t-test meets the conditions to be applied in research data analysis. The test criteria in the t-test at a significant level of 5% to reject the null hypothesis (H0) and accept the alternative hypothesis (H1), are: (1) If the value of t0 < tt α: 0.05, then H0 is accepted and H1 is rejected, meaning that there is no improvement in learning outcomes of football playing skills through the small-side game learning model; and (2) If the value of t0 > tt α: 0.05, then H0 is rejected and H1 is accepted, meaning that there is an increase in learning outcomes of football playing skills through the small-side game learning model.

RESULTS AND DISCUSSION

Result

Cycle One Research Results

The implementation of cycle one with the subject of football game practice theory is carried out for 2 (two) weeks or 4 (four) lesson hours with 2 (two) meetings with time each meeting for 90 minutes, the implementation of teaching using the small-side game model.

Teacher Activities During Cycle One Learning

Teacher activities in learning are recorded with observation sheets 2 (two) times each of the 1st (one) and 2 (two) meetings, shown in the table data below.

Table 1.
Results of observations of teacher activities during cycle one

No.	Observed components	Observations	
		1	2
1	Teaching preparation	ST	ST
2	Material mastery	T	T
3	Deliver learning objectives	T	T
4	Problem orientation	S	S
5	Relate to students' prior knowledge	R	R
6	Organizing students to learn	S	S
7	Guiding students who are having problems	T	T
8	Provide examples of correct movement techniques	T	T
9	Facilitate students to ask questions	R	R
10	Answering and practicing student questions	S	S

The results of **Table 1** above show how many teacher activities that are included in the high category are teaching preparation, mastery of materials, delivery of learning objectives, guiding students who experience problems in movement practice, and providing examples of correct movement techniques. Meanwhile, what still needs to be improved is how to relate students' initial knowledge to the subject matter to be presented and provide opportunities or facilitate students to ask questions. In this first cycle, students are given small-side games 2 vs 2 to 3 against 3.

Student Activities During Cycle One Learning

Student activities in learning are partnered with observation sheets each at the 1st (one) and 2nd (two) meetings as shown in the following **Table 2**:

Table 2.
The results of observing student activities during cycle one learning

No	Observed components	Observations	
		1	2
1	Student readiness to participate in practical activities	S	T
2	The seriousness of hearing the teacher's explanation	S	T
3	Seriousness/courage to make moves	T	T
4	Desire to repeat movements	R	S
5	Question asking activity	R	R
6	Activities in expressing opinions	SR	R

The results of **Table 2** above show that how many student activities are included in the high category is the readiness of students to take part in practical activities, it can be seen how they wear complete sports uniforms, and students seem to be very serious about listening to explanations from sports teachers, and their seriousness and courage to do or practice basic techniques. Meanwhile, what still needs to be improved is the activity of asking questions related to learning and activities in expressing opinions.

Results of Cycle One Learning Outcomes Test Analysis

Data on improving learning outcomes of football playing skills through a small-side game learning model. All of the variables mentioned above refer to standardized measurement tests. The results of the descriptive analysis of each variable of this study can be seen in **Table 3.**

Table 3.
Descriptive analysis results for Cycle One

Variable	N	Range	Min	Max	Total	Flattening	SD
MYB	40	6.00	16.00	22.00	772.00	19.3000	1.60448
MPB	40	11.00	17.00	28.00	788.00	19.7000	1.82855
MGB	40	5.02	8.10	13.12	444.93	11.1232	1.39689
MBK	40	4.00	1.00	2.00	98.00	2.4500	1.21845

The results of **Table 3** above, which is an overview of data on improving learning outcomes of football playing skills through the student small-side game learning model for Cycle One, can be stated as follows:

1. Heading the student's ball, obtained a total score of 772.00, average 19.3000, standard deviation 1.60448, minimum data 16.00, maximum data 22.00, range 6.00.
2. Student football, obtained a total score of 788.00, an average of 19.7000, a standard deviation of 1.82855, a minimum data of 17.00, a maximum data of 28.00, and a range of 11.00.
3. Student dribbling, obtained a total score of 444.93, an average of 11.1232 standard deviations of 1.39689, a minimum data of 8.10, a maximum of 13.12, a range of 5.02
4. Kicking the ball into the student's goal, obtained a total score of 98.00, an average of 2.4500 standard deviations of 1.21845, a minimum data of 1.00, a maximum of 5.00 data, a range of 4.00.

The results of the descriptive data analysis mentioned above are just an overview of improving learning outcomes of football playing skills through the student small-side game learning model for Cycle One. After going through cycle one several strengths need attention in cycle two, namely:

1. Time is insufficient for the implementation of small-side games because those who play alternately 2 on 2, so it needs to be increased to 5 vs 5 based on mini-ball games.
2. From the available data, students are very lacking in terms of kicking on goal and their dribbling ability which is still relatively low.

Results of the Second Cycle Research

Teacher Activities During Cycle Two Learning

Teacher activities in learning are recorded with observation sheets 2 (two) times each of the 1st (one) and 2 (two) meetings, shown in the table data below.

Table 4.
Results of observations of teacher activities during cycle one

No.	Observed components	Observations	
		1	2
1	Teaching preparation	ST	ST
2	Material mastery	T	ST
3	Deliver learning objectives	T	ST
4	Problem orientation	S	T
5	Relate to students' prior knowledge	R	R
6	Organizing students to learn	S	T
7	Guiding students who are having problems	T	ST
8	Provide examples of correct movement techniques	T	T
9	Facilitate students to ask questions	R	S
10	Answering and practicing student questions	S	S

Table 4 above shows how many teacher activities in cycle one have increased a lot in line with changes in the learning model displayed by their teachers. What still needs to be discussed is how a teacher relates a student's initial knowledge to the subject matter they will receive. In this first cycle, students are given small-side games 4 vs 4 to 5 vs 5.

Student Activities During Cycle Two Learning

Student activities in learning are partnered with observation sheets each at the 1st (one) and 2nd (two) meetings as shown in the following **Table 5**:

Table 5.
The results of observing student activities during the second cycle of learning

No	Observed components	Observations	
		1	2
1	Student readiness to participate in practical activities	T	ST
2	The seriousness of hearing the teacher's explanation	T	ST
3	Seriousness/courage to make moves	T	ST
4	Desire to repeat movements	S	T
5	Question asking activity	R	S
6	Activities in expressing opinions	S	S

The results of **Table 5** above show how many student activities have understood and are very interested in the small-side game learning model, especially packaged in the form of semi-tournaments, so they seem very enthusiastic to participate in the competition. However, the activity of asking questions is still very concerning and requires special attention.

Results of Analysis of Cycle Two Learning Outcomes Test

Data on improving learning outcomes of football playing skills through a small-side game learning model. All of the variables mentioned above refer to standardized measurement tests. The results of the descriptive analysis of each variable of this study can be seen in **Table 6.**

Table 6.
Descriptive analysis results for Cycle Two

Variable	N	Range	Min	Max	Total	Flattening	SD
MYB	40	7.00	17.00	24.00	830.00	20.7500	1.62906
MPB	40	13.00	18.00	31.00	868.00	21.7000	2.10250
MGB	40	5.02	7.40	12.42	404.33	10.1083	1.38518
MBK	40	5.00	3.00	8.00	205.00	5.1250	1.24422

The results of **Table 6** above, which is an overview of data on improving learning outcomes of football playing skills through the small-side game learning model for Cycle Two, can be stated as follows:

1. Heading the student's ball, obtained a total score of 830.00, an average of 20.7500, a standard deviation of 1.62906, a minimum data of 17.00, a maximum of 24.00 data, a range of 7.00.
2. Student punting, obtained a total score of 868.00, an average of 21.7000, a standard deviation of 2.10250, a minimum data of 1.00, a maximum data of 31.00, a range of 13.00.
3. Student dribbling, obtained a total score of 404.33, an average of 10.1083 standard deviations of 1.38518, a minimum data of 7.40, a maximum of 12.42, a range of 5.02
4. Kicking the ball into the student's goal, obtained a total score of 205.00, an average of 5.1250 standard deviations of 1.24422, a minimum data of 3.00, a maximum of 8.00 data, a range of 4.00.

The results of the descriptive data analysis mentioned above are just an overview of improving the learning outcomes of football playing skills through a small-side game learning model for students of SMP Negeri 4 Anggeraja Kab. Enrekang for Cycle Two.

Discussion

Teacher activities in cycle 1 that are included in the high category are teaching preparation, mastery of materials, delivery of learning objectives, guiding students who experience problems in movement practice and can provide examples of correct movement techniques. Meanwhile, what still needs to be improved is how to relate students' initial knowledge to the subject matter to be presented and provide opportunities or facilitate students to ask questions. In this first cycle, students are given small-side games 2 vs 2 to 3 against 3, after cycle 2 the learning model is increased to 4 vs 4 and 5 vs 5 has been directed to the rules of mini-football matches. After experiencing cycle 2, the average has improved in terms of basic techniques for playing football.

CONCLUSION

Based on the objectives of the study, it was concluded as follows:

1. At the end of the cycle it is concluded that the small-side game learning model is as follows:
   a. Initial activities
      Doing appreciation through:
      - Warm up following the learning objectives.
      - Motivate students to correct their shortcomings

   b. Core Activities
      - Provides basic techniques of the game of football
      - Give a correct example of such basic techniques
      - Divide several groups to play from 2 vs 2 to finally 5 vs 5
      - Make a small tournament between them.

   c. Concluding Activities
      - Teachers and students conclude and solidify the basic technical material of the game of football
      - Give work to students.
2. The application of the small-side game learning model improves the quality of learning as evidenced by the increase in the average ability of each student's basic football playing skills, and learning that was previously centered by the teacher is now reversed to student-centered learning through tournaments or matches between them, teachers are more mediators/facilitators in student teaching and learning activities.
3. The results of student responses to the implementation of the small-side game learning model show that students are happy, motivated to learn, can find new things, and are easier and braver to follow physical education subjects.

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