



Efforts to Improve Basic Dribbling Techniques in Soccer Games Using the Index Card Match Model in Class

Muh. Adnan Hudain¹, Ahmad Adil²

¹ Fakultas Ilmu Keolahragaan, Indonesia

² Fakultas Ilmu Keolahragaan, Indonesia

* Coressponding Author. E-mail: muh.adnan.hudain@unm.ac.id

Abstract

Efforts to Improve Basic Dribbling Techniques in Soccer Games Using the Index Card Match Model for Class IV Students of SDN 125 Allu, Jeneponto Regency (supervised by Andi Ihsan and Muhammadong). This study aims to determine dribbling in soccer games using the index card match model in class IV students of SDN 125 Allu, Jeneponto Regency. This research is a class action research (PTK) the subject of this research data is class IV students of SDN 125 Allu, Jeneponto Regency, totaling 23 people consisting of 14 men 9 women. Data collection techniques with observation and dribbling learning outcomes assessment tests. The data analysis technique used in this research is descriptive based on quantitative analysis with percentages. Based on the results of the study, it is concluded that learning by using the index card math learning model for fourth grade students of SDN 125 Allu, Jeneponto district, from the results of the analysis obtained a significant increase from cycle I and II. Student dribbling learning outcomes. In cycle I in the complete category is 10% the number of complete is 2 students. In cycle II there was an increase in the percentage of student learning outcomes in the complete category of 79% with 18 students.

Keywords: Dribbling Ball Using
Index Card Match Model



KING article with open access under a license CC BY-4.0

INTRODUCTION

Education is very important for human life, because education is a process of humanizing humans. That is, making humans more moral, reasonable, and others. The quality of education is a quality assurance to improve learning outcomes carried out by students in each school. Improving education should be something that needs to be improved in the learning process to achieve better educational goals. The role of teachers in improving learning outcomes is needed in order to improve the quality of education in all sides to advance the nation. Elementary school is the beginning of the introduction of education to each student by introducing various subjects that will be taught. Education and sports are an inseparable unity because when both develop rapidly it will produce a strong nation. 9 September is commemorated by the national sports day with a motto commonly referred to as cultivating the community and popularizing sports. physical education sports and health, is one of the subjects taught at school. in which there are various types of material taught, one of which is soccer which is one type of sport that is favored by students, especially students of SDN 125 Allu, Jeneponto Regency.

In this game, the basic movement skills of playing soccer greatly affect the quality of one's game. Because it is one of the main models in the game of soccer. Basic techniques for playing soccer are a form of training that must be owned by every student who wants to play soccer games. Of the several basic techniques of playing soccer dribbling is if a student is able to perform basic dribbling techniques well then a student will easily perform a series of movements such as kicking, and passing the ball. Because dribbling is a series of several basic techniques, soccer coaching should be fostered from an early age among elementary school levels. SDN 125 Allu Jeneponto district where researchers conducted preliminary data observations on class IV students totaling 23 students consisting of 14 male students and 9 female students.

It is clear that the basic technical skills of dribbling students are still very lacking. From the initial observation activities, the researcher found that there were only 7 who obtained the complete category out of 23 class IV students with KKM (minimum completeness criteria) 75 set at the school. The results obtained show how low the basic technical abilities of dribbling students in the school are. In this case, it is because students often when entering soccer learning, they are immediately given the ball and then play games, not often using learning methods by practicing directly how to actually play good and correct soccer. With the problems that have been stated, there is a lack of varied learning models that make students feel bored and bored with the learning model. Therefore, the researcher provides input by applying a learning model to class IV students of SDN 125 Allu, Jeneponto Regency with the index card math learning model (looking for pairs) in order to improve the learning outcomes of basic dribbling techniques.

The Index Card Match type active learning model is used to repeat the learning material that has been given previously. In addition to repeating the learning material, this model also invites students to learn fun because when looking for partner cards students can go around the class according to the time determined by the teacher. In addition, students also discuss with their friends according to the material, so that students can understand the material taught by the teacher and the learning process in the classroom becomes more conducive. Through this learning model, students are invited to interact actively with each other so that all students are actively involved in the learning process and can understand the concept of material in a fun way. From the above problems, it is hoped that the Index Card Math learning model can be a solution to improve learning outcomes for basic dribbling techniques in soccer games for fourth grade students of SDN 125 Allu, Jeneponto Regency.

METHODS

The research was conducted in August 2022 aimed at Class IV Students of SDN 125 Allu, Jeneponto Regency. The research method applied is PTK. PTK is a research that is carried out systematically reflective of various actions taken by teachers who are also researchers, from the preparation of a plan to the assessment of real actions in the classroom in the form of teaching and learning activities, to improve the learning conditions carried out.

In this PTK method, there is already Planning (Planning), Implementation of action (Action), Observation (Observation), and Reflection (Reflection). The data collection technique used is field observation, observation is carried out during the learning process, there are 4 aspects in the assessment carried out, namely: spiritual attitude (KI-1), affective (KI-2), cognitive (KI-3), and psychomotor (KI-4). Furthermore, looking at the success indicators of learning outcomes, where student learning outcomes are categorized if 80% of the total number of students reach the $KKM = 75$ value in PE subjects through the application of the index card math learning model in cycles I, II, and, then students in class IV are considered classically complete. The criteria used in determining the success of PE learning outcomes in the ability of basic dribbling techniques in soccer games are standard categorization techniques set by the Ministry of National Education.

RESULT AND DISCUSSION

The following is a description of the initial observation data on the learning outcomes of basic dribbling techniques in soccer games for class IV students of SDN 125 Allu, Jeneponto Regency. 2021/2022 academic year in the following table:

Based on the table above, data on the learning outcomes of class IV students of SDN 125 Allu, Jeneponto Regency, out of 23 students, 7 students or 30% completed the dribbling lesson and 16 or 70% of students did not complete it, according to the standard minimum completeness criteria, with an average score of 67.55. the highest score is 90 and the lowest score is 52. This provides evidence that improvement is needed so that the learning objectives are achieved as expected. For this reason, in this study, it will be continued to meeting II of cycle I.

Based on the table above, the data obtained on the learning outcomes of class IV students of SDN 125 Allu, Jeneponto Regency, out of 23 students, those who completed the dribbling lesson were 10 students or 44% and 13 or 56% of students were incomplete, according to the standard minimum completeness criteria, with the acquisition of an average score of 69.32. the highest score is 96 and the lowest score is 52. This provides evidence that improvement is needed so that learning objectives are achieved as expected. For this reason, in this study, it will be continued to cycle II.

Based on the learning results from the initial observation and then continued to cycle I, it was found that the data on the improvement of learning outcomes from a total of 23 students in class IV with details of the completed scores as many as 5 students or 22% on the pretest score. Furthermore, the complete value became 10 students or 44% on the Cycle I value for that there was an increase of 5 students or 22% but did not meet the class completeness standard and even the average value was still below the minimum completeness criteria. The low average score with a value of 70.33 dribbling the ball needs to be continued with cycle II. Cycle II to improve the learning outcomes of dribbling for students of SDN 125 Allu, Jeneponto Regency with the same stages.

Summary of the final value of increasing the learning outcomes of PE dribbling SDN 125 Allu Jeneponto Regency. The same treatment or action will be carried out as in the stages of cycle I and cycle II with the learning outcomes of the affective, psychomotor, and cognitive aspects of cycle II will be explained in the following table.

Based on the table above, the data obtained in cycle I meeting I there were 7 or 30% students in the Tuntas category and there were 16 or 70% students in the Unsatisfactory category, then continued in cycle I meeting II where from the results of the data obtained 10 or 33% students in the Tuntas category and there were 13 or 57% students in the Unsatisfactory category.

Based on the table above, the data obtained on the learning outcomes of class IV students of SDN 125 Allu, Jeneponto Regency, out of 23 students, those who were complete in dribbling lessons were 15 students or 65% and 8 students or 35% of students were not complete, according to the standard minimum completeness criteria, with the acquisition of an average score of 80.02. the highest score is 96 and the lowest score is 59.

Based on the learning results from the initial observation, cycle I and to cycle II, it was found that the data on the increase in learning outcomes from a total of 23 students in class IV with details of the complete value as many as 10 students or 44% on the value of the learning outcomes of the first cycle. Furthermore, the complete value became 18 students or 79% on the value of Cycle II. for that there was an increase of 8 students or 35% or with a total increase in learning outcomes from the beginning of the pretest to cycle II, namely 18 students or 79% with an average class completeness value of 83.43. With a completeness value of 83.43, it means that the minimum class completeness has been met, so there is no need to continue to the next cycle.

Based on the table above, the data obtained on the learning outcomes of fourth grade students of SDN 125 Allu, Jeneponto Regency, out of 23 students, those who completed the dribbling lesson were 18 students or 78% and 5 students or 22% of students were not complete, according to the standard minimum completeness criteria, with the acquisition of an average score of 80.44. the highest score is 96 and the lowest score is 59.

Based on the learning results from the percentage, cycle I and to cycle II, it was found that the data on the increase in learning outcomes from a total of 23 students in class IV with details of the

complete value as many as 10 students or 44% on the value of the learning outcomes of cycle I. Then the value was completed to 18 students or 79%. Furthermore, the complete value became 18 students or 79% on the value of Cycle II. for that there was an increase of 8 students or 35% or with a total increase in learning outcomes from the beginning of the pretest to cycle II, namely 18 students or 79% with an average class completeness value of 83.43. With a completeness value of 83.43, it means that the minimum class completeness has been met, so there is no need to continue to the next cycle.

Penelitian tindakan kelas meliputi dua siklus yang terdiri dari siklus I dan siklus II. Setiap siklus terdiri dari 4 tahap yaitu perencanaan, tindakan, observasi, dan refleksi. Pada siklus II masih menggunakan tahapan seperti siklus I tetapi ditambah dengan perbaikan- perbaikan proses pembelajaran sebelumnya. Hasil penelitian yang ditingkatkan dalam penelitian ini adalah peningkatan keterampilan dalam menggiring bola pada mata pelajaran pendidikan jasmani, olahraga dan kesehatan. materi permainan sepak bola dengan menggunakan model *card match*. Hasil dari kedua siklus tersebut digunakan untuk mengetahui peningkatan hasil belajar menggiring bola dalam permainan sepak bola dengan menggunakan model *card match* pada murid SDN 125 Allu kabupaten Jeneponto. Data yang diperoleh sebelum dan sesudah pelaksanaan tindakan menunjukkan adanya peningkatan ketuntasan belajar murid. Ditunjukkan dengan adanya peningkatan nilai mulai dari data pretest ke siklus I selanjutnya ke siklus II yang diperoleh oleh murid pada SDN 125 Allu kabupaten Jeneponto.

1. Siklus I

Dari 23 murid SDN 125 Allu kabupaten Jeneponto maka ditemukan data murid tuntas dalam pelajaran menggiring bola sebanyak 10 murid atau 44% dan tidak tuntas sebanyak 13 murid atau 56% murid, sesuai dengan standar kriteria ketuntasan minimal, dengan perolehan nilai rata- rata yaitu 69,32. nilai tertinggi 96 dan nilai terendah 52. Adapun penyebab dari kurangnya murid yang tuntas antara lain:

- a. Berdiri posisi siap menghadap arah gerakan tidak sempurna
- b. Kaki tumpuan tidak berada disamping bola
- c. Posisi kaki yang akan menendang kurang diayun kebelakang
- d. Menendang boal terlalu jauh sehingga sulit terkontrol ketika digiring
- e. Perkenaan kaki dengan bola tidak benar
- f. Pandangan tertuju terus ke arah bola
- g. Bola terangkat dari tanah
- h. Posisi tangan tidak berada di samping badan
- i. Keseimbangan tubuh hilang
- j. Badan terlalu tegap tanpa membungkuk

2. Siklus 2

Dari 23 jumlah murid SDN 125 Allu Kabupaten Jeneponto maka ditemukan data murid yang tuntas dalam pelajaran menggiring bola sebanyak 18 murid atau 79% dan tidak tuntas sebanyak 5 murid atau 21%, sesuai dengan standar kriteria ketuntasan minimal, dengan perolehan nilai rata- rata 80,45, nilai tertinggi 96 dan nilai terendah 59.

CONCLUSION

Berdasarkan analisis data deskripsi pada hasil penelitian dan pembahasan yang telah diperoleh maka dapat disimpulkan

Dari 23 murid SDN 125 Allu kabupaten Jeneponto maka ditemukan data murid tuntas dalam pelajaran menggiring bola sebanyak 10 murid atau 44% dan tidak tuntas sebanyak 13 murid atau 56% murid, sesuai dengan standar kriteria ketuntasan minimal, dengan perolehan nilai rata-rata yaitu 69,32. nilai tertinggi 83 dan nilai terendah 51.

KING : Knowledge Integrated Networking for Global Sport and Health

Dari 23 jumlah murid SDN 125 Allu Kabupaten Jeneponto maka ditemukan data murid yang tuntas dalam pelajaran menggiring bola sebanyak 18 murid atau 79% dan tidak tuntas sebanyak 5 murid atau 21%, sesuai dengan standar kriteria ketuntasan minimal, dengan perolehan nilai rata- rata 80,45, nilai tertinggi.

REFERENCES

Agus, Salim. 2008. *Buku Pintar Sepakbola*. CV. Aneka Ilmu Semarang

Alwi. 2003. *Sepakbola*. KBBI.

Anasir, Saleh. 2010. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara

Andi Ihsan dan Hasmiyati. 2005. *Manajemen Pendidikan Jasmani dan Olahraga*. Makassar: Fakultas Ilmu Keolahragaan Universitas Negeri Makassar.

Burhanuddin, Sudirman. 2015. *Penelitian Tindakan Kelas Dalam Bidang Pendidikan Jasmani Olahraga Dan Kesehatan*. Makassar : Fakultas Ilmu Keolahragaan Universitas Negeri Makassar.

Barrow, Masri'an. 2016. *Penjasorkes (Pendidikan Jasmani, Olahraga, dan Kesehatan) Untuk SD/MI Kelas III*. Karawang: Erlangga

Gagna. 2009. *Manajemen Penelitian*. Jakarta: PT. Rineka Cipta.

Hamdani, Suharsimi. 2002. *Prosedur Penelitian Suatu Pendekatan Praktek*. Jakarta: Rineka

Hamalik, Suharsimi, dkk. 2014. *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara

Handayani, Mielka. 2007. *Dasar-Dasar Olahraga Sepakbola*. PT. Intan Sejati. Pakar Raya. Bandung

Jesse Feirin dan Mudjiono. 1999. *Belajar dan Pembelajaran*. Jakarta: Rhineka. Morgan. 2015. *Model-Model Pembelajaran Inovatif*. Yogyakarta: Ar-Ruzz Media.

Maryani, Khairul. 2018. Penjas Orkes (Pendidikan Jasmani, Olahraga, dan Kesehatan). Bandung

Muhammadong. 2021. *Penelitian Tindakan Kelas Panduan Lengkap Dan Praktis*. Indamayu

Nurhasan. 2001. *Sepakbola*. Cakrawala, Yogyakarta

Purwanto. 2016. *Evaluasi Hasil Belajar*. Yogyakarta: Pustaka Pelajar.

Rohim. 2008. *Sepakbola*. CV. Aneka Ilmu. Semarang.

Rosdiani, Dini. 2013. *Model Pembelajaran Langsung Dalam Pendidikan Jasmani Dan Kesehatan*. Bandung: Alfabeta.

Rusman. 2012. *Model-Model Pembelajaran*. Jakarta : PT. RajaGrafindo Persada. 2011. *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*. Jakarta : PT. RajaGrafindo Persada.

2010. *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru Edisi Kedua*. Jakarta : Raja Grafindo Persada.

Sanjaya, W. 2006. *Strategi Pembelajaran*. Jakarta: Kencana Prenada Media Group.

Soekatamsi. 2001. *Teknik Dasar Sepakbola*. Cendekia.

Sardiman, Purwanto. 2004. *Sepakbola*. PT. Citra Aji Panam. Yogyakart

Slavin. 2011. *Sepakbola*. Grafindo Media Pratama. Jakarta

KING : Knowledge Integrated Networking for Global Sport and Health

Sudjana. 2008. *Sepakbola*. Penerbit PT. Rajagrafindo Persada. Jakarta

Sudjana, Rusli. 2004. *Strategi Pembelajaran Penjas*. Jakarta:Universitas Terbuka.

Sumantri, 2017. *Peningkatan Hasil Belajar Puri Taman Sari Kecamatan Manggala Kota Makassar*.