



ANALYSIS OF FOOTBALL LEARNING RESULTS USING ONLINE LEARNING METHODS FOR CLASS XII STUDENTS AT SMA NEGERI 14 SINJAI

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Abstract

This research aims to describe the results of learning about football in the cognitive, psychomotor and affective domains of class XII students at SMA Negeri 14 Sinjai. This research involved 35 students as samples (100%). The results in the cognitive domain (knowledge) show that as many as 12 students (34.3%) are in the "Very Good" category, 11 students (31.5%) are in the "Good" category, 6 students (17.1%) are in the "Fair" category, and 6 students (17.1%) in the "Poor" category, with an average score of 77.43 which was categorized as "Very Good." In the psychomotor (skills) domain, 6 students (17.1%) were in the "Very Good" category, 29 students (82.9%) were in the "Good" category, and there were no students in the "Fair" or "Poor" category. The average score for the psychomotor domain was 81.31, which is in the "Good" category. In the affective domain (attitude), 12 students (34.3%) were classified as "Very Good," 19 students (54.2%) were "Good," 4 students (11.5%) were "Fair," and there were no students in category "Poor," with a mean score of 3.22 which was also categorized as "Good." Based on these findings, the soccer learning outcomes of class

Keywords: learning outcomes, football, cognitive domain, psychomotor domain, affective domain.



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INTRODUCTION

Physical Education is essentially an integral part of the overall education system, aimed at developing aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning, and moral actions through physical activities and sports. The intensification of education as a lifelong human development process highlights the significant role of Physical Education, which provides students with the opportunity to engage directly in diverse learning experiences through systematic physical activities, games, and sports. These learning experiences are directed toward fostering and shaping a healthy and active lifestyle throughout life. Physical Education serves as a medium to encourage the development of motor skills, physical abilities, knowledge, reasoning, value internalization (mental-emotional-spiritual-social attitudes), and the cultivation of healthy lifestyle habits, ultimately promoting balanced growth and development. Everyone desires a healthy and fit body because it is the most important asset for carrying out daily activities.

Physical Education, Sports, and Health (PJOK) is a subject that involves a variety of physical activities such as running, throwing, striking, and jumping. Before the Covid-19

pandemic, learning was mostly conducted outdoors or outside the classroom, with each session typically lasting 3 x 45 minutes. Following the pandemic, PJOK learning transitioned to online sessions, reducing the duration to 1 x 40 minutes per meeting. Consequently, it is essential to assess the implementation of online PJOK learning, particularly regarding soccer, during the current Covid-19 pandemic. Traditionally, soccer lessons are conducted face-to-face. In formal school curricula, soccer is one of the sports included as a mandatory subject to be studied by students, starting from elementary to high school levels. Soccer is one of the subjects commonly taught during physical education lessons in schools. In secondary school soccer education, the emphasis is placed on practicing the basic techniques of the game, particularly passing and ball control.

Passing and ball control are fundamental techniques in soccer that significantly contribute to the game. Almost every soccer play involves passing and controlling the ball. Given their importance, these techniques must be taught to students. However, performing accurate and targeted passing and ball control is not easy for students, as they often struggle to achieve the desired accuracy in these skills.

METHODS

This research uses descriptive research. Descriptive research is research carried out by explaining or describing what is happening (Suharsimi Arikunto, 2006: 10). Descriptive research is carried out to provide a more detailed picture of a symptom or phenomenon (Bambang Prasetyo and Lina M, 2010: 42).

This research was carried out at the school and each student's residence at SMA Negeri 14 Sinjai, using an online method by providing assignments in video form. The research was carried out during Physical Education, Sports and Health (PJOK) class hours.

Research design according to (Hamid Darmadi, 2011: 180) states that research design has two kinds of meaning, broadly and narrowly. Broadly, research design is all the processes required in planning and implementing research and narrowly defined as a clear depiction of the relationships between variables. Since learning is carried out online, the implementation of learning is adjusted to a suitable method. The design of this research is as follows:

1. Prepare the material to be given systematically.
2. Presenting information to students.
3. Carry out soccer learning activities using online methods using learning applications.
4. Provide assessments and assignments in the form of tests on learning outcomes.

RESULT AND DISCUSSION

Based on the analysis of research data conducted, the percentage of soccer learning outcomes in the cognitive domain for grade XII students of SMA Negeri 14 Sinjai is described in the following categorization table:

Table 1. Recapitulation of Cognitive Domain Learning Outcomes Categorization

Interval	Category	Frequency	Percentage (%)
86 - 100	Very Good	12	34.3

Interval	Category	Frequency	Percentage (%)
71 - 85	Good	11	31.5
56 - 70	Fair	6	17.1
≤ 55	Poor	6	17.1
Total		35	100.0

From Table 4.3 above, it can be seen that the percentage of cognitive domain learning outcomes (knowledge) in soccer for grade XII students of SMA Negeri 14 Sinjai, with a total sample of 35 students (100%), falls into the following categories: "Very Good" with 12 students (34.3%), "Good" with 11 students (31.5%), "Fair" with 6 students (17.1%), and "Poor" with 6 students (17.1%). Thus, the soccer cognitive domain learning outcomes for grade XII students at SMA Negeri 14 Sinjai are categorized as "Very Good," with an average score of 77.43.

Based on the analysis of research data conducted, the percentage of soccer learning outcomes in the psychomotor domain for grade XII students of SMA Negeri 14 Sinjai is described in the following categorization table:

Table 2. Recapitulation of Psychomotor Domain Learning Outcomes Categorization

Interval	Category	Frequency	Percentage (%)
86 - 100	Very Good	6	17.1
71 - 85	Good	29	82.9
56 - 70	Fair	0	0.0
≤ 55	Poor	0	0.0
Total		35	100.0

From Table 4.3 above, it can be seen that the percentage of psychomotor domain learning outcomes (skills) in soccer for grade XII students of SMA Negeri 14 Sinjai, with a total sample of 35 students (100%), falls into the following categories: "Very Good" with 6 students (17.1%), "Good" with 29 students (82.9%), and no students in the "Fair" or "Poor" categories. Thus, the soccer psychomotor domain learning outcomes for grade XII students at SMA Negeri 14 Sinjai are categorized as "Good," with an average score of 81.31.

Based on the analysis of research data conducted, the percentage of soccer learning outcomes in the affective domain for grade XII students of SMA Negeri 14 Sinjai is described in the following categorization table:

Table 3. Recapitulation of Affective Domain Learning Outcomes Categorization

Category	Frequency	Percentage (%)
Very Good (A)	12	34.3
Good (B)	19	54.2

Category	Frequency	Percentage (%)
Fair (C)	4	11.5
Poor (D)	0	0.0
Total	35	100.0

From Table 4.5 above, it can be seen that the percentage of affective domain learning outcomes (attitudes) in soccer for grade XII students of SMA Negeri 14 Sinjai, with a total sample of 35 students (100%), falls into the following categories: "Very Good" with 12 students (34.3%), "Good" with 19 students (54.2%), "Fair" with 4 students (11.5%), and "Poor" with no students (0.0%). Thus, the soccer affective domain learning outcomes for grade XII students at SMA Negeri 14 Sinjai are categorized as "Good," with an average score of 3.22.

CONCLUSSION

Learning outcomes refer to the abilities acquired by students after undergoing learning activities and represent a process of change experienced by learners following instruction. These outcomes serve as benchmarks for subsequent activities. Learning outcomes encompass the mastery of various skills and knowledge gained through learning experiences. The goals to be achieved in learning activities are determined beforehand. A student is considered successful if they achieve the predetermined learning objectives.

Students' learning outcomes are influenced by two main factors:

a. Internal factors of the students

Lark, as cited in Rusna Ristasa (2010:19), stated that 70% of students' learning outcomes are influenced by the students themselves, while 30% are influenced by their environment. Internal factors include motivation, interest, attitude, attention, study habits, perseverance, socioeconomic conditions, and physical and psychological states.

b. External factors of the students

One dominant external factor influencing learning outcomes is the quality of teaching. The quality of teaching refers to the effectiveness of the learning process in achieving its objectives. Teaching methods also significantly impact learning outcomes. Selecting appropriate methods is essential to make learning enjoyable and memorable for students, ultimately improving their learning outcomes.

Learning outcomes comprise the abilities students develop after gaining learning experiences, including cognitive, psychomotor, and affective domains. From the research results, the percentage of soccer learning outcomes in the **cognitive domain (knowledge)** for grade XII students of SMA Negeri 14 Sinjai is categorized as "Very Good," with an average score of 77.43. In the **psychomotor domain (skills)**, the percentage is categorized as "Good," with an average score of 81.31. Meanwhile, in the **affective domain (attitude)**, the percentage is categorized as "Good," with an average score of 3.22.

In general, the soccer learning outcomes of grade XII students of SMA Negeri 14 Sinjai are categorized as "Good." This indicates that during online learning, the psychomotor domain (skills) was easier to comprehend and apply because students who struggled could study the material anytime and anywhere through animations and videos related to soccer.

These visual aids allow students to learn skills without requiring abstract thinking, making the material more accessible.

However, in the cognitive domain (knowledge), about six students (17.1%) fall into the "Poor" category. The challenges in the cognitive domain arise because students are less focused, tend to be passive, and lack interactivity during the learning process. Consequently, teachers find it difficult to assess students' understanding. If teachers lack innovation and effective communication skills, students may feel bored, especially when overwhelmed by content that requires extended time to comprehend but is condensed into a single session. During the online learning period, many students expressed boredom and fatigue. They reported feeling burdened by numerous assignments from various subjects, leaving little time for rest. School hours felt more exhausting compared to pre-pandemic in-person learning. Citing the research by Hasanah et al. (2020) on the analysis of online learning outcomes during the Covid-19 pandemic, it can be concluded that the implementation of student activities during the Covid-19 emergency period proceeded reasonably well. However, online learning activities need to be improved as they play a crucial role in achieving learning objectives. This need arises from the challenges encountered in carrying out online learning activities during the Covid-19 emergency period.

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