

Improving Football Inner Foot Passing Technique through Plastic Rope Trigger Media

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Abstract

This study aims to determine empirical data about efforts to improve the skill of passing the inner leg in the game of soccer using plastic rope trigger media in class III.d students of SDI Al Hadiriyah East Jakarta. The method used in this research is class action research (PTK). Data collection procedures were carried out using passing assessment rubrics and observation sheets. The sample in this study were students of class III.d SDI Al Hadiriyah East Jakarta with a total of 25 students. The sampling technique used the total sampling method. Based on the results of data analysis, it is concluded that there is an increase in soccer inner foot passing skills, which can be seen from the results in cycle I to cycle II. In cycle I, the completeness value reached 56%, and in cycle II it increased to 96%. The average passing score also increased, from 72.12 in cycle I to 77 in cycle II. This data shows that the use of plastic rope trigger media is effective in improving students' passing skills.

Keywords: classroom action research, passing, soccer, plastic rope trigger media.

1 INTRODUCTION

Every human being needs education because it affects the development of the country (M. Hasan et al., 2023; Vioreza, 2023; Utami, 2023). Education plays an important role for individual growth and the progress of the nation and state. Supporting the development of the times, education must be fully supported. The current challenge for educators is the low thinking ability of students, affecting affective, cognitive, and psychomotor aspects of education (Pratiwi et al., 2019; Utami, 2021).

In the learning process, there is often a focus on cognitive abilities only, resulting in less affective and psychomotor development of students. Teachers must design appropriate learning programs so that students understand concepts through direct and meaningful experiences (Karli, 2005; Dianiarti et al., 2023).

Education is the effort of society and government in ensuring the future of the next generation with spiritual, cognitive, and psychomotor values (Nasrullah, 2020). Education must be able to face dynamic changes in the future related to culture, country, and international relations through careful, rational, and objective planning (Mulyasa, 2021). The function of education is to ensure the survival of future generations by providing learning that prepares them for everyday life and understanding their role in society, nation and state (Santoso et al., 2023).

Improving the quality of education is an important focus for Indonesia (Damayanti, 2019). The main issues include the lack of education personnel, limited facilities, inappropriate curriculum and unsupportive learning environment. The quality and distribution of education personnel need to be improved to emphasize the role of teachers in creating a good learning atmosphere and choosing appropriate learning strategies (Bijani et al., 2024).

Learning is student learning with the selection, establishment, and development of methods for desired teaching outcomes (Fakhrurrazi, 2018). The method is based on existing teaching conditions, the core of lesson planning.

At the beginning of learning, learning planning needs to be carried out which includes all preparations before learning and teaching activities are carried out. Facilities and infrastructure are very important in learning PE because without them learning cannot run smoothly (Muliadi, 2021). The main goal of physical education is physical and mental health (Lengkana & Sofa, 2017).

Through physical education, students are expected to develop physical and mental proportions, creating a generation of discipline, punctuality, neatness, courtesy, hard work, sportsmanship, and ability to work together. Physical education is the beginning of achieving sports achievements, students become dexterous and skilled according to their interests and potential (N. Hasan et al., n.d.).

Physical education is an important part of education that prioritizes physical activity and a healthy lifestyle. However, ball passing skills in soccer in elementary school still need to be improved.

From observations at SDI Al-Hadiriayah East Jakarta, problems were found with the inner ball passing technique in soccer, especially in class III. Students still have difficulty with the techniques taught. Learning should be done in a new and fun atmosphere so that students can understand the material better. For example, the use of plastic rope triggers can help students in learning. Orient learning so that students really understand the material taught by using media that they often encounter as an innovation in learning development.

By using plastic rope triggers in PE learning, it is expected to be effective as a learning medium. The author uses plastic rope triggers to improve student learning outcomes in ball passing material in soccer games. This is done through Classroom Action Research with the title "Improving Football Inner Foot Passing Techniques Through Plastic Rope Trigger Media".

2 RESEARCH METHODS

This research is a practical, situational, conditional, and contextual Classroom Action Research (PTK) focused on improving learning practices in the classroom (Panduwinata et.al, 2024; Sarusuk, 2024; Ardhi, et.al., 2024). The goal is to improve passing accuracy by using plastic rope trigger media in soccer games. The research was conducted collaboratively between the class teacher and the researcher at SDI Al Hadiriayah East Jakarta. The research steps were carried out in a participatory manner together with research partners to achieve the specified goals.

According to Arikunto, action research goes through four stages: planning, action, observation, and reflection. The Kemmis and Mc. Taggart's spiral model consists of two cycles with four interrelated components of planning, action, observation, and reflection. This model is presented to clarify the concepts in action research.

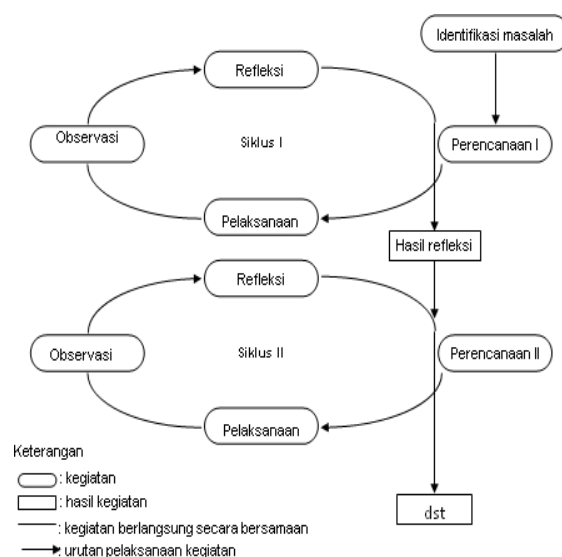


Figure 1: The PTK Chart Visualization Model of Kemmis and Mc. Taggart

The steps of this research consisted of two cycles, including planning, implementation, observation, and reflection. In Cycle I, researchers made a lesson plan (RPP), prepared learning facilities and media, compiled observation sheets for the learning process, and questionnaire sheets for students. The implementation of the action was carried out according to the previously prepared scenario. The teacher starts with initial activities such as prayer and roll call, then core activities with warm-up and material explanation, and closing activities by making conclusions together. Observations were made to see student participation during learning. In the reflection stage, learning outcomes were analyzed and an improvement plan was developed.

Cycle II will adjust the results and reflections from the previous cycle. Improvements are made based on the evaluation of Cycle I. Activities in Cycle II are similar to Cycle I. This study involved students of class III. d SDI Al Hadiriyah East Jakarta with a total of 29 students in the odd semester of the 2024/2025 school year. The research is planned to last for two cycles but can be added if necessary.

Data collection refers to the means used to gather information, such as tests, questionnaires, observations, interviews, rating scales, or documentation. In this study, learning data was collected through observation sheets, documentation with the help of digital cameras, and field notes. The data collection methods used include observation, documentation, and tests. Observation is a technique of careful and systematic observation of the learning process using observation guidelines and field notes. Documentation includes finding data about events that have occurred with photographs of students during learning. While tests are used as a tool to measure something with predetermined rules, and the three types of data that can be revealed through tests include facts, opinions, and practical abilities compiled by researchers.

Data collection instruments are tools for measuring the data obtained. The instrument must provide information that is in accordance with the respondent's condition and must be accountable. The instrument is compiled based on the theory that supports the variables from which the data will be taken. There are three types of instruments in this study, namely observation sheets, tests, and documentation. Observation sheets were used for teachers and students. Documentation provides a concrete picture of student participation in learning. The use of photos in the documentation can strengthen the data obtained. Tests are used to measure students' abilities after learning and include three aspects: Psychomotor, Affective, and Cognitive. The practical test assessment is prepared using the rubric in the Learning Implementation Plan (RPP).

In this study, the data analysis technique used quantitative descriptive analysis. Data analysis was carried out before, during, and after the field, including data reduction, data description, and data verification to draw conclusions. Data reduction involves selecting, focusing, deleting, and organizing data for description and verification. Data description is presented in the form of a model or data display. The data model allows the researcher to take action based on the conclusions. Finally, data verification is done carefully to arrive at conclusions that are based on the data presented.

Action research data was tested for validity using data triangulation techniques, comparing soccer passing test data, observations, interviews, and related documents to support the research focus.

3 RESULT AND DISCUSSION

3.1 Results

The results of this study involve observations of the learning progress of third grade students at SDI Al Hadiriyah, East Jakarta in learning soccer passing using plastic rope as a medium. Evaluation was conducted through knowledge and skill tests, as well as observations of student attitudes. Learning was carried out in 3 stages namely pre-cycle, cycle I, and cycle II to improve students' physical education learning outcomes.

Description of Pre-Action

The results of this study are observations of student learning outcomes in learning soccer passing using the Plastic Rope Triger media at SDI Al Hadiriyah East Jakarta in the 2023/2024 school year. The initial condition of the research is based on field observations and data from the PJOK teacher. At the pre-cycle stage, the learning outcomes of soccer passing of class III students. d is still low. Observations showed that the average value of soccer passing of students in class III. d was 63, with the highest score of 80 and the lowest score of 31. Only 4 students or 16% completed out of 25 students with a classical learning completeness value of 75.

In more detail, the achievement of learning outcomes of students in class III.d SDI Al Hadiriyah East Jakarta in physical education learning with soccer ball passing material can be seen in the following table:

Table 1. Frequency distribution of Pre-Action learning outcomes

No	Nilai	Information	Frequency
1	0 – 10	Not Completed	
2	11 – 20	Not Completed	
3	21 – 30	Not Completed	
4	31 – 40	Not Completed	1
5	41 – 50	Not Completed	3
6	51 – 60	Not Completed	6
7	61 – 70	Not Completed	11
8	71 – 80	Completed	4
9	81 – 90	Completed	
10	91 – 100		
Total			25

Based on the frequency distribution table above, data obtained from students who scored in the 31-40 range were 1 student, students who scored in the 41-50 range were 3 students, students who scored in the 51-60 range were 6 students, students who scored in the 61-70 range were 11 students, and students who scored in the 71-80 range were 4 students.

Statistics on the learning outcomes of pre-action soccer passing in class III.d SDI Al Hadiriyah East Jakarta can be seen in the bar chart as shown in Figure 18 below:

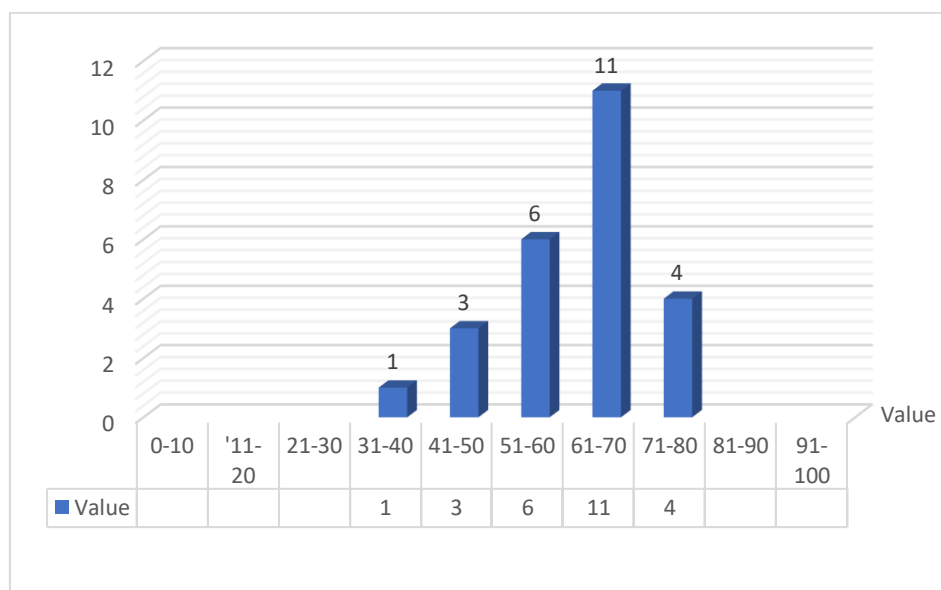


Figure 2: Diagram of Pre-Action Student Learning Outcomes

The results of discussions with the PJOK teacher found that the learning method used so far was the plastic rope trigger method, and after further examination, the delivery of material provided by the teacher was by practicing a comprehensive movement pattern during passing learning. This makes it difficult for students to digest the movements they learn.

Cycle I

Cycle I learning outcomes can be seen in the following table:

Table 2. Cycle I Learning Outcomes

Number of Students	Total value	Average	KKM	Lowest Score	Highest Score	Completed	%	Not Completed	%
25	1803	72,12	75	61	85	14	56%	11	44,0%

From the learning results in Cycle I, it shows that the learning outcomes of passing the inside of soccer in class III.d SDI Al Hadiriyah East Jakarta have increased the average score of 72.12, the highest score is 85, and the lowest score is 61. Based on the classical learning completeness value of 75, 14 students or 56% were declared complete and 11 students or 44% were declared incomplete out of 25 students.

Table 2 shows that there are 14 students who scored 75 and above and 11 students who scored below 75. If detailed the results of the evaluation of learning improvement cycle, in Table 3 below.

Table 3. Percentage of Learning Improvement Evaluation Results Cycle I

No	Value Range	Number of Students	Percentage
1	0 – 10	-	-
2	10 – 20	-	-
3	21 – 30	-	-
4	31 – 40	-	-
5	41 – 50	-	-
6	51 – 60	-	-

No	Value Range	Number of Students	Percentage
7	61 – 70	11	44.0%
8	71 – 80	7	28.0%
9	81 – 90	7	28.0%
10	91 – 100	-	-
	Jumlah	25	100 %

Table 3 shows the results of the evaluation of learning improvement cycle I, that out of 25 students there was no one who scored between 41-50. 61-70 scores were 11 students, 71-80 scores were 7 students, 81-90 scores were 7 students. And no one scored more than 91.

If the results of the evaluation of learning improvement in cycle I of PJOK Class III.d Al Hadiriyah East Jakarta are presented in the form of a diagram, it will look like diagram 3 as follows:

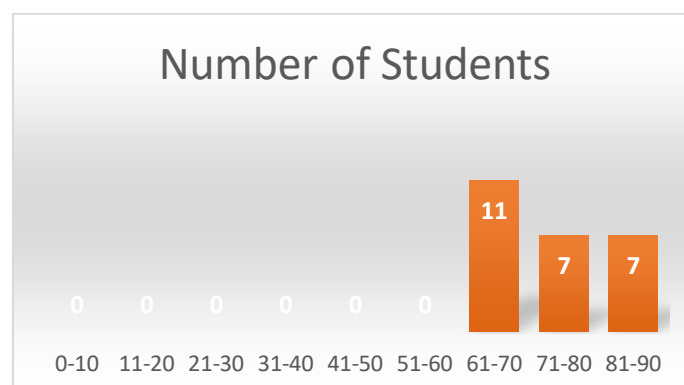


Figure 3: Evaluation Results of Cycle I Learning Improvement

From the analysis of the results of the first cycle formative test and the graphic image above in PJOK learning, the class average score is 71.12. Students who have not completed the learning are 11 students or around 44.0% and those who are complete are 14 students or around 56.0%. This shows that the results of student achievement have progressed, but still need to be improved so that students can master the subject matter taught by the teacher. So, the author still immediately takes steps to improve soccer material in PJOK subjects so that students can understand the material with the competencies that must be achieved in learning. Based on the results of cycle I, it can be concluded that the level of learning completeness in cycle I still does not meet the criteria for classical learning completeness, which is still below 75%, so researchers will continue the research to the Cycle II stage.

Cycle II

The learning outcomes of passing the inside of soccer Cycle II in class III.d SDI Al Hadiriyah East Jakarta can be seen in the following table:

Table 4. Cycle II Learning Outcomes

Number of Students	Total value	Average	KKM	Lowest Score	Highest Score	Completed	%	Not Completed	%
25	1925	77	75	70	95	24	96,0%	1	4,0%

Table 4 shows that there are 24 students who scored 65 and above and 1 student who scored below 65. If detailed the results of the evaluation of learning improvement cycle II as in table 5 below.

Table 5. Evaluation Results of Cycle II Learning Improvement

No	Value Range	Number of Students	Percentage
1	0 – 10	-	-
2	10 – 20	-	-
3	21 – 30	-	-
4	31 – 40	-	-
5	41 – 50	-	-
6	51 – 60	-	-
7	61 – 70	1	4,0%
8	71 – 80	8	32,0%
9	81 – 90	13	52,0%
10	91 – 100	3	12,0%
	Total	25	100 %

Table 5 shows the results of the evaluation of learning improvement cycle I, that out of 25 students there was no one who scored between 51-60. 61-70 scores were 1 student, 71-80 scores were 8 students, 81-90 scores were 13 students, 91-100 scores were 3 students.

If the results of the evaluation of learning improvement in cycle II of PJOK Class II SDI Al Hadiriyah East Jakarta are presented in the form of a diagram, it will look like diagram 4 as follows:

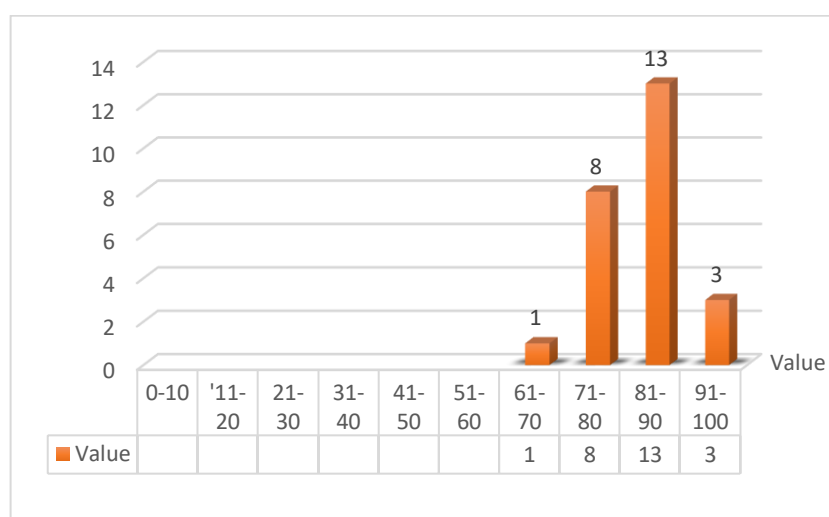


Figure 4: Evaluation Results of Cycle II Learning Improvement

From the analysis of the results of the cycle II formative test and the diagram above in learning PJOK with soccer material, the class average score is 77. Students who completed as many as 24 students with a percentage of completeness of 96.0%. This shows that what the teacher has done has succeeded in improving student learning outcomes in accordance with the expected results. After the two cycles of learning improvement were carried out, there was increasing progress. The level of progress can be seen in table 6.

Table 6. Improvement of Learning Outcomes and Average Values

No	Criteria	Pre-research		Cycle I		Cycle II	
		Total	%	Total	%	Total	%
1	Completed	4	16	14	56	24	96
2	Not Completed	21	84	11	44	1	4
3	Average Value	63		72,12		77	

From the table above, students who scored 65 and above on the evaluation before learning improvement were 4 students out of 25 students or 16%. In the first cycle learning improvement there was an increase, namely students who scored 65 and above to 14 students or 56% and in the second cycle learning improvement who scored 65 and above to 24 students or 96%. The average score also experienced a significant increase, the average score before the cycle was 63, the average score in cycle I was 72.12 while in cycle II the average score was 77 and in cycle II no improvement was made or continued to cycle III because almost all students had completed the learning process.

3.2 Discussion

Based on the research described above, we can see the development of learning aspects and learning outcomes from cycle 1 and cycle 2. In Cycle I, observations showed that the learning outcomes of soccer inner passing of third grade students of SDI Al Hadiriyah East Jakarta were still low, with an average score of 63 and only 16% of students reached the KKM. Therefore, the learning method of straight passing with a comprehensive movement pattern is considered ineffective.

To improve learning outcomes, action planning was carried out using the part-by-part method, focusing on the details of the inner passing movement. In cycle I, learning was carried out by breaking down the passing technique into several parts, namely the initial position, leg swing, ball contact, and passing accuracy techniques. Through gradual practice, students managed to master each part of the movement with the help of direct feedback from the teacher.

Observations showed that the division of movements into several parts made it easier for students to understand and master the inner passing technique. There was a significant increase in student scores, with the average score rising to 72.12 and 56% of students being declared complete. The distribution of scores in cycle II also showed significant improvement, with most students able to perform the inner passing movement according to the instructions.

Despite the improvement, there are still some students who need more intensive guidance, especially in the ball contact and follow-through sections. Some students also still have difficulty integrating all parts of the movement into a complete series. Therefore, more intensive time is needed for students who need extra guidance to master each part of the movement.

Overall, the section-by-section learning method proved to be effective in helping students understand and practice the inside passing technique. Students showed high enthusiasm during the learning and were able to improve their skills with the help of direct feedback from the teacher.

Cycle II focused on improving movement and modifying the service distance to increase student motivation. Learning was done in stages to improve the position of the feet, hands, hand swing, ball contact, and the power of the serve from a short distance to the real distance. Students were trained with plastic ropes to improve preparation, execution, ball contact movements, and follow-through. Distance modifications were used to regulate serving power and increase student confidence. The results of the first cycle evaluation were used as a basis for technique improvement.

In the implementation, the teacher conveys the reflection of the results of the previous cycle and the purpose of improvement. Students practiced improving body position, leg swing, ball contact, and passing power with intensive guidance. The teacher provides additional practice for students who are struggling. After the implementation, the teacher reflected on the improvement with the students. The observation results showed an increase in students' average score to 77, with 96% of students being declared complete. Reflection showed a significant improvement in the results of cycle II.

4 CONCLUSION

Based on the results of the research and discussion that has been described, it can be concluded that learning to pass the inside of soccer using plastic rope trigger media can improve the results of passing the inside of soccer in class III.d SDI Al Hadiriyah East Jakarta. The improvement in soccer inner passing skills can be seen from the scores in cycle I to cycle II. In cycle I the completeness value was 56%, and in cycle II it was 96%. The average value of inner passing also increased, namely in cycle I was 72.12, in cycle II it became 77. The data shows an increase in soccer inner passing skills from cycle I to cycle II.

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