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Efforts to Improve Football Dribbling Learning Outcomes Using Youtube Audio-Visual Media

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Abstract

This study aims to provide empirical data on efforts to improve football dribbling learning outcomes using audio-visual media among fifth-grade students at MIS Sa'adatuddarain, East Jakarta. The method used in this research is classroom action research. Data collection procedures involved the use of a football dribbling assessment rubric and observation sheets. The sample consisted of 29 fifth-grade students from MIS SA'ADATUDDARAIN, East Jakarta, selected through total sampling. Based on the data analysis, it was concluded that there was an improvement in football dribbling skills, as evidenced by the scores from Cycle I to Cycle II. In Cycle I, the mastery score was 62%, and in Cycle II, it increased to 93%. The average dribbling skills score of the students also improved, with Cycle I at 74 and Cycle II at 80. These results indicate an improvement in football dribbling skills from Cycle I to Cycle II.

Keywords: audio-visual media, football dribbling, learning media

1 INTRODUCTION

Education is a learning and teaching process aimed at transferring knowledge, skills, values, and culture from one generation to the next. It is a conscious effort to develop human potential, both intellectually, morally, and physically. Physical Education plays an integral role in the education of children and adolescents, helping them grow and develop holistically, physically, mentally, and socially. By providing positive experiences in sports and physical activities, Physical Education significantly contributes to shaping healthy and high-quality individuals. The success indicators of physical education learning cannot be achieved without the active role of a teacher.

Physical education is an educational process through physical activities that develop a person's physical, mental, and emotional aspects holistically. Physical activities in physical education can be through sports or non-sports activities. One of the sports-related physical activities for physical education is football learning. Football is a team sport played with a large ball, where each team consists of eleven players. Football has a distinct appeal compared to other team sports. According to Luxbacher, a football match is played by two teams, each with 11 players. Each team defends its goal and tries to score against the opponent's goal. Football has seven basic techniques: (1) kicking the ball, (2) stopping the ball, (3) heading the ball, (4) dribbling, (5) tackling, (6) throw-ins, (7) goalkeeping.

Dribbling is a fundamental skill in football because all players must be able to control the ball while moving, standing, or preparing to pass or shoot. Dribbling is a combination of locomotor and manipulative movements. Luxbacher states that dribbling is one of the basic techniques in football that has its own art and appeal compared to other basic techniques. Dribbling is essentially the continuous rolling of the ball on the ground. It also involves tightly controlling the ball with both feet while constantly changing the ball's direction. Dribbling involves using various parts of the foot (inside, outside, instep, and sole).

When dribbling is learned with the right method, it will yield good results, and in executing football attacks, the score or value gained from dribbling will be significantly high. However, in some cases in schools, dribbling lessons still face obstacles such as the lack of variety in teaching methods or insufficient variety of learning materials used by teachers in teaching dribbling skills.

Learning is a complex process that happens to everyone and lasts a lifetime, from infancy (even in the womb) until death. One sign that someone has learned something is a change in behavior. This behavioral change includes changes in knowledge (cognitive), skills (psychomotor), and values and attitudes (affective).

According to Moh. Surya, learning is a process of effort made by an individual to acquire a new behavioral change as a result of the individual's own experience in interacting with the environment. Singer further states that learning is a relatively permanent change caused by past practice or experience.

Learning outcomes are the final goal to be achieved in a learning process. According to Nana Sudjana in Halimah and Adiyono, learning outcomes are the abilities students have after experiencing the learning process. Based on field observations conducted by the researcher on fifth-grade students at MIS Sa'adatuddarain, East Jakarta, it was found that students' achievement in football dribbling had not met the expected criteria. The failure to reach the minimum competency criteria (KKM) may indicate that students have not fully understood the subject matter. Communication with the PE teacher revealed that during the teaching and learning process, the teacher only used the PE textbook as the learning source for students, which made the students less engaged and interested due to its lack of interactivity. This could be a sign that the lesson needs to be repeated or deepened, and if not addressed promptly, it could hinder the development of students' learning outcomes.

Teaching and learning activities in the classroom create a communication environment where teachers and students exchange ideas and concepts. Advances in science and technology are pushing for innovation in the use of technology in the learning process. Technology has had a significant impact on learning and education. Technological advancements enrich learning through the use of interactive multimedia such as images, videos, and audio. This helps students better understand learning concepts and retain information more effectively. One of the uses of technology to improve learning outcomes is the use of audio-visual media.

Media refers to anything used to convey messages that stimulate thoughts, feelings, attention, and interest. Learning media encompasses all tools and materials that can be used to achieve educational goals, such as radios, televisions, books, newspapers, magazines, and more. Zainal defines learning media as anything that can be used to transmit messages and stimulate the learning process in students.

Several studies support the research on learning dribbling using audio-visual media for football. One such study is by Febryanto, which involved teaching lay-up shoots using audio-visual media for basic lay-up shoots. The type of audio-visual media used includes internet-based platforms, particularly video-sharing platforms that serve as audio-visual learning materials.

In this study, the internet-based audio-visual media used is the video-sharing platform YouTube. This aligns with previous research conducted by Jannah & Atmojo, which states that digital media like YouTube can benefit learning by enhancing the achievement of learning objectives, capturing students' attention, facilitating understanding, and developing critical thinking skills. Research by Yulaiha and Hidayat, which utilized YouTube in improving students' psychomotor skills in Physical Education learning at elementary schools, also showed a positive impact on students' learning outcomes.

The steps involved in selecting YouTube-based audio-visual learning media for this study are as follows:

1. Determining the main topic to be taught, which in this case is Football Dribbling.
2. Collaborating with physical education teachers to search for and select appropriate channels and videos that align with the main learning topic.

3. Selecting videos to be used in this study that contain explanations of the learning objectives, detailed technique descriptions, high-quality images, and interactive content.

Once the YouTube video is selected, the teacher creates a lesson plan to be implemented in the field. Whereas physical education teachers have previously taught football dribbling by providing examples or demonstrations, this time, the teachers will present the lesson using audio-visual media displayed through a computer or laptop and projected for the students using a projector. Alternatively, students can access the audio-visual media through their gadgets. By utilizing this audio-visual media, it is hoped that students will better understand and perform the dribbling movement correctly, as well as increase their interest and learning outcomes in football dribbling for fifth-grade students at MIS Sa'adatuddarain in East Jakarta.

Based on the explanation above, the author is interested in conducting research on "Efforts to Improve Football Dribbling Learning Outcomes Using Audio-Visual Media for Fifth-Grade Students at MIS Sa'adatuddarain in East Jakarta."

2 RESEARCH METHODS

This study is a Classroom Action Research (CAR) employing a cyclical (spiral) model based on the Kemmis and McTaggart model, aimed at obtaining empirical data on improving physical education learning outcomes through the use of audio-visual learning media for fifth-grade students at MIS Sa'adatuddarain, East Jakarta.

In its planning phase, Kemmis uses a self-reflective spiral system that begins with planning, action, observation, reflection, and re-planning. The process moves from one cycle or stage to the next, with the hope that the implementation of audio-visual media usage can be further improved, thereby enhancing students' learning outcomes in football dribbling.

The data sources for this study are derived from the learning process itself, including the activities carried out by the teacher and the fifth-grade students of MIS Sa'adatuddarain, East Jakarta, during the football dribbling lessons with audio-visual media. These activities are recorded in notes documenting events during the dribbling learning process and the evaluation of the students' football dribbling learning outcomes.

The researcher employs several data collection tools to support the achievement of optimal results. The data collection tools to be used include:

1. Assessment Instrument

A test of football dribbling skills using a football dribbling assessment rubric. The advantage of this instrument is that the teacher can determine the components to be observed, aligning them with the core aspects of the lesson being delivered. The rubric assessment format is as follows:

Table 1. Football Dribbling Assessment Rubric

No	Indicator	Score
1	1. **Preparation Stage** Students can perform all stages well and correctly.	4
	The body posture is upright.	3
	The ball is near the feet.	2
	The head is up to see the field clearly.	1
2	1. Students can perform 2 criteria correctly.	4
	Students can perform 1 criterion correctly.	3
	Students perform the movement but incorrectly.	2
	Execution Stage Students can perform all stages well and correctly.	1
3	1. Focus attention on the ball.	4
	Kick the ball with the instep or outside instep fully.	3
	Push the ball forward several times.	2

Students can perform 2 criteria correctly.	1

$$Value = \frac{Total\ Score\ Obtained}{Maximum\ Total\ Score} X100$$

Field notes are one way to report the results of observations, reflections, and reactions to issues encountered during the research. These field notes are used to record all observations made by the observer during the learning process.

Documentation is used to record and photograph events that occur during the learning process. Documentation also serves as a tool to illustrate problems that arise in the learning process.

The techniques and criteria for data analysis are used to analyze data occurring in the teaching and learning process. This analysis includes description, interpretation, and reflection on the events that take place during the teaching and learning process. The analysis encompasses three activities: data reduction, data description, and data verification to draw conclusions.

Data Reduction: In the data reduction activity, the researcher selects, focuses, discards, and organizes data so that conclusions can be drawn and verified. Data reduction is an effort to clarify data, including fine selection, summarizing, and categorizing data into patterns or changing data into forms or rankings.

Data Description: The researcher presents data in the form of models or data displays. A data model is a collection of data and information that allows the researcher to draw conclusions and take action based on those conclusions.

Data Verification and Conclusion Drawing: The final stage of data analysis is to draw conclusions based on the presented data model. The verification of the conclusions in this research is conducted by reading, checking, and carefully comparing the collected data from sources and methods to arrive at a conclusion.

Quantitative data in the form of students' ability to perform dribbling in football is analyzed by checking the answer sheets of the skill tests, scoring them, calculating the total scores obtained by each student, and assigning grades.

In this classroom action research, a quantitative descriptive analysis is used, calculated with simple statistics.

To determine classical completeness, the following formula is used:

KB=(Number of Students Completed)(Total Number of Students)×100KB = \frac{(\text{Number of Students Completed})}{(\text{Total Number of Students})} \times 100 KB=(Total Number of Students)(Number of Students Completed)×100

Note:

KB: Learning Completeness

To determine learning completeness, scoring and learning success standards are applied. The physical education system uses a mastery learning approach, meaning students succeed if they achieve 75% mastery of the material. Therefore, the achievement indicator for mastery in this research is set at a classical learning completeness of 75%. If the classical learning completeness achievement of at least 75% is met, the research is stopped.

3 RESULT AND DISCUSSION

3.1 Results

The results of this research are observations in the field regarding the learning outcomes of students in dribbling football using audiovisual media in class V of MIS Sa'adatuddarain, East Jakarta. The results include both test and non-test outcomes during the research. The test results consist of a knowledge test about the football game material and a performance test on skill aspects, while the non-test results are obtained from observing attitudes in

the affective aspect. The physical education learning in football using audiovisual media was conducted in three stages: pre-cycle, cycle I, and cycle II.

Description of Pre-Action

The initial condition of the research was measured through field observations and data from the physical education teacher. In the pre-cycle, the condition of students in class V of MIS Sa'adatuddarain, East Jakarta, regarding football learning, particularly the basic technique of dribbling, was still low. Observational results showed that out of 29 students, only 9 had achieved the Minimum Completeness Criteria (KKM). Based on calculations using the formula for classical completeness, it can be determined that 9 students, or 31%, reached completeness, with a class average score of 65. These results indicate that the average score for dribbling in football among students of class V MIS Sa'adatuddarain, East Jakarta, has not met the success indicators and standards set at 75%.

In more detail, the learning outcomes of class V students of MIS Sa'adatuddarain, East Jakarta, in physical education learning with the dribbling football material can be seen in the following table:

Table 2. Frequency Distribution of Pre-Action Learning Outcomes

No	Score	Frequency
1	50 – 59	12
2	60 – 69	8
3	70 – 79	7
4	80 – 89	2
5	90 – 100	0
Total		**29**

Based on the frequency distribution table above, data shows that 12 students received scores in the range of 50-59, 8 students scored in the range of 60-69, 7 students scored in the range of 70-79, 2 students scored in the range of 80-89, and 0 students scored in the range of 90-100. The statistical results of the pre-action learning outcomes for dribbling football among class V students of MIS Sa'adatuddarain, East Jakarta, can be seen in the bar chart as shown below:

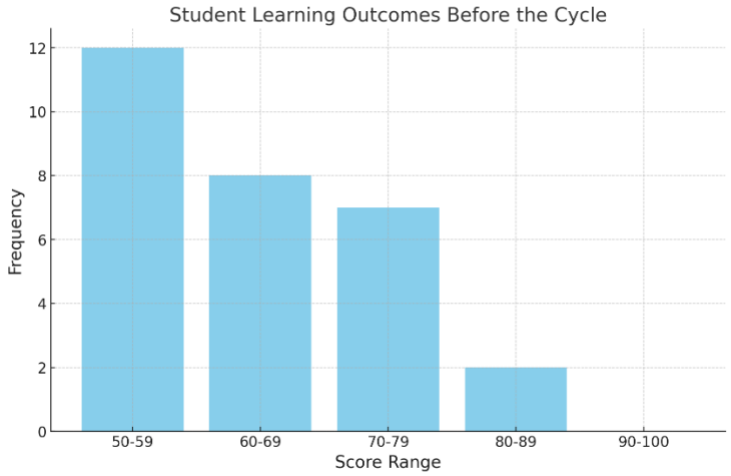

Figure 1. Student Learning Outcomes Pre-Action Diagram

This result also concludes that the football dribbling skills are still low. A new strategy or technique in teaching is needed to be applied to create a better learning process and to improve the quality of football dribbling.

Based on the field observations conducted by the researcher on the fifth-grade students of MIS Sa'adatuddarain East Jakarta, it was found that the inability to reach the Minimum Completeness Criteria (KKM) indicates that the students have not fully understood the subject matter. Communication results with the PJOK teacher indicated that during the teaching and learning process, the teacher only utilized

the PJOK book as a learning source for students, which made it less engaging and interactive, resulting in students having difficulties understanding the material being taught. Therefore, efforts to improve the learning outcomes of football dribbling using audiovisual media for fifth-grade students of MIS Sa'adatuddarain East Jakarta are expected to enhance the students' football dribbling skills.

Cycle I

The learning outcomes of students in cycle I for physical education in football dribbling using audiovisual media can be seen as follows:

Table 3. Learning Outcomes Cycle I

Number of Students	KKM	Highest Score	Lowest Score	Average	Completed	%	Not Completed	%
29	75	92	58	74	18	62	11	38

Based on the table of learning outcomes above, calculated using the classical completeness formula, it can be determined that 18 students or 62% achieved completeness, with a class average score of 74. This result shows that the average score for football dribbling of the fifth-grade students of MIS Sa'adatuddarain East Jakarta has not yet reached the success indicator and the standard set at 75%. More specifically, the learning outcomes of fifth-grade students of MIS Sa'adatuddarain East Jakarta in physical education with the material of football dribbling can be seen in the following table:

Table 4. Frequency Distribution of Learning Outcomes Cycle I

No	Score	Frequency
1	50 – 59	2
2	60 – 69	9
3	70 – 79	9
4	80 – 89	8
5	90 – 100	1
Total		**29**

Based on the frequency distribution table above, the data shows that there are 2 students who scored in the range of 50-59, 9 students scored in the range of 60-69, 9 students scored in the range of 70-79, 8 students scored in the range of 80-89, and 1 student scored in the range of 90-100. The statistics of the pre-action learning outcomes for football dribbling in fifth-grade students of MIS Sa'adatuddarain East Jakarta can be seen in the bar diagram as shown in the following image:

Figure 2. Student Learning Outcomes Cycle I Diagram

This result also concludes that the ability to dribble football in cycle I still does not meet the criteria for classical completeness, which is still below 75%, so the researcher will continue the research to the stage of Cycle II.

Cycle II

The learning outcomes of students in cycle II for physical education in football dribbling using audiovisual media can be seen as follows

Table 5. Learning Outcomes Cycle II

Number of Students	KKM	Highest Score	Lowest Score	Average	Completed	%	Not Completed	%
29	75	92	67	80	27	93	2	7

Based on the table of learning outcomes above, calculated using the classical completeness formula, it can be seen that 27 students or 93% achieved completeness, with a class average score of 80. This

result indicates that the average score for football dribbling of the fifth-grade students of MIS Sa'adatuddarain East Jakarta has exceeded the success indicator and the standard set at 75%.

More specifically, the learning outcomes of fifth-grade students of MIS Sa'adatuddarain East Jakarta in physical education with the material of football dribbling can be seen in the following table:

Table 6. Frequency Distribution of Learning Outcomes Cycle II

No	Score	Frequency
1	50 – 59	0
2	60 – 69	2
3	70 – 79	13
4	80 – 89	10
5	90 – 100	4
Total		**29**

Based on the frequency distribution table above, the data shows that there are 0 students who scored in the range of 50-59, 2 students scored in the range of 60-69, 13 students scored in the range of 70-79, 10 students scored in the range of 80-89, and 4 students scored in the range of 90-100. The statistics of the football dribbling learning outcomes in cycle II for the fifth-grade students of MIS Sa'adatuddarain East Jakarta can be seen in the bar diagram as shown in the following image:

Figure 3. Student Learning Outcomes Cycle II Diagram

From the learning outcomes in the knowledge aspect of football dribbling using audiovisual media, completeness was achieved by 27 students or 83%, while those who did not complete were 2 students or 7%. Based on the results of cycle II, it can be concluded that the level of completeness in the attitude aspect is good, with the number of students who completed increasing from cycle I and exceeding the classical completeness standard of 75%. Based on these results, the research is considered complete in cycle II.

3.2 Discussion

In general, the actions taken in cycle I were in accordance with the planning; however, the findings from the observations indicate the need for improvement in student performance, so that they can become more skilled in performing the football dribbling technique. Through reflection and discussion between the researcher and the collaborator, each assessment aspect will be taught more intensively and effectively in the next cycle. The observations from cycle I show that football dribbling learning using audiovisual media has not yet been maximized, so further research in the next cycle is necessary to improve the quality of learning and the learning outcomes in football dribbling.

From observations and discussions with collaborators regarding the implementation of football dribbling learning using audiovisual media, several notes were noted:

1. The foot's contact with the ball was not properly centered, causing the ball to veer off target.
2. Students still tend to dribble the football while continuously looking at the ball, thus not paying attention to the surrounding environment and the direction of the dribbling they are doing.
3. During execution, students tend to lack awareness of the movements they are performing, whether they conform to the correct technical principles or not.
   Based on cycle I, there was an improvement in learning outcomes for the inside foot passing compared to before the actions were taken, even though the targets have not yet been achieved. Therefore, there is a need for effective planning and actions in cycle II. Cycle II was conducted based on the reflection results from the previous cycle. In addition to preparing the football dribbling learning for fifth-grade students of MIS Sa'adatuddarain East Jakarta using audiovisual media, the researcher also prepared improved planning based on reflections from cycle I to achieve better results. Based on the reflections from the first cycle, corrective actions were taken in the second cycle, focusing on:
4. Providing more intensive guidance on the dribbling techniques that were still difficult for students to master.

5. Repeating the material through audiovisual media with an emphasis on important points.

Providing additional exercises for students in need, with simpler variations of exercises. The processes of actions in cycle II have positively influenced the learning process of the inside foot passing skill. The stage of football dribbling learning for fifth-grade students of MIS Sa'adatuddarain East Jakarta using audiovisual media, along with fundamental improvements adjusted to the students' needs, has a positive impact on the teaching and learning conditions, and ultimately increases the students' learning outcomes in performing the football dribbling technique.

4 CONCLUSION

Based on the research results and the discussion that has been outlined, it can be concluded that football dribbling learning using audiovisual media can improve the football dribbling learning outcomes of fifth-grade students of MIS Sa'adatuddarain East Jakarta. The improvement in football dribbling skills can be seen from the scores from cycle I to cycle II. In cycle I, the completeness score was 62%, and in cycle II, it increased to 93%. The average score for students' dribbling skills also increased, from 74 in cycle I to 80 in cycle II. These data show the improvement in football dribbling skills from cycle I to cycle II.

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