



Improving Learning Outcomes of Dribbling in Football Games Through the Jigsaw Type Cooperative Learning Model

Muhammad Hasbillah^{1*A-D}, Achmad Karim^{2AC}, Suparman^{3BC}

¹²³Health and Recreation Physical Education, STKIP YPUP, Makassar, Indonesia

*Corresponding Author: muhammadhasbillah08@gmail.com

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

ABSTRACT

This research is classroom action research conducted in four meetings in cycles I and II and is designed through four stages, namely planning, implementation, observation, and reflection. The data source for this research was 17 students in class V at SDN 35 Wewangrewu, Wajo Regency. Data collection on the ability to dribble using an assessment sheet for prefix techniques, body position, foot contact with the ball, and final attitude. The results of a quantitative analysis of data on dribbling learning outcomes in football games showed that the number of students who completed the first cycle was 10 with a percentage of 58.82%, and the number of students who completed the second cycle was 17 with a percentage of 100%. Based on the results of this study, it can be concluded that learning physical education through the Jigsaw cooperative learning model can improve the learning outcomes of dribbling in football games for students at SDN 35 Wewangrewu, Wajo Regency.

ARTICLE HISTORY

Received: November, 2022

Accepted: April, 2023

Publish: July, 2023

KEYWORDS

Football;

Dribbling;

Learning outcomes;

Jigsaw

How to Cite : Hasbillah, M., Karim, A., & Suparman. (2023). Improving Learning Outcomes of Dribbling in Football Games Through the Jigsaw Type Cooperative Learning Model. *Journal RESPECS (Research Physical Education and Sport)*, 5(2), 246-253. <https://doi.org/10.31949/respecs.v5i1.3788>

INTRODUCTION

Physical education is an educational process that utilises physical activity planned systematically to develop and improve individuals organically, neuromuscularly, perceptually, cognitively, and emotionally within the framework of the national education system (Rosdiani, 2013). In the subject of Physical Education at school, football is one of the sports that is very popular with students.

According to Nugraha (2016), football is a game that is carried out by kicking the ball to and fro to be fought over between players who have the goal of putting the ball into the opponent's goal and defending their own goal so that the ball does not concede. In



physical education, football is a mediator to educate children to develop their cognitive, affective, psychomotor, and social abilities. This is in line with Paturusi's opinion (2012: 4), which states that physical education and sports are educational processes through selected physical activities, games, or sports to achieve educational goals. According to Atiq (2017), the basic techniques in football are movements in playing football in the form of kicking or passing, stopping or controlling, and dribbling. One of the basic techniques that is very important to master in the game of football is the technique of dribbling. This is in line with the opinion of Fenanlampir and Faruq (2015), who state that the ability to dribble is absolutely necessary for a good player because it is an individual skill that must be mastered by every player.

In the game of football, the basic technique of dribbling is very important for a player to master. When starting to prepare to play football, the main skill that will first make us motivated and feel satisfied is the ability to dribble. Dribbling, also known as "dribbling," is defined as possession of the ball with the feet while moving on the playing field (Mielke, 2009). In children, the movement of dribbling is trained in the easiest way first, namely by dribbling the ball by: a) walking, b) running slowly forward, c) running slowly and turning, and then until there is an opponent blocking it (Primasoni, 2017). Furthermore, according to Primasoni (2017), in football games, dribbling techniques can be done in three ways: dribbling with the inside of the foot, dribbling with the outside of the foot, and dribbling with the back of the foot.

The reality that occurs in the field by observing research subjects, namely fifth grade students at SD Negeri 35 Wewangrewu, Wajo Regency, states that students' abilities in playing football are still not optimal. In learning physical education with football material, some students are still not quite right when doing the basic dribbling technique. When dribbling, some students looked very stiff, so it was difficult to avoid the opponent's obstacles, which caused them to collide with each other when dribbling. The ball that is dribbled is also always far from the feet, so it is easily captured by the opponent. The learning model used by the teacher is also very monotonous and does not vary so that students do not understand the material provided, which has an impact on student learning outcomes in football games, especially since the basic technique of dribbling the ball is still not optimal. Another thing that causes the learning outcomes to dribble a ball for fifth grade students at SD Negeri 35 Wewangrewu, Wajo Regency, is the lack of information and understanding of the teacher regarding the application of innovative learning models. In addition, the development of learning models is still small-scale, meaning that each teacher only uses several learning models. This happens because the teacher's understanding of management applications using learning models is still limited.

Pangewa (2010) suggests that the learning model is a plan or a pattern that is used as a guide in the implementation of learning in the classroom or learning in tutorials. Each learning model directs us to design learning to help students in such a way that learning objectives are achieved. Slavin in Isjoni (2013) states that cooperative learning is a learning model in which the system learns and works collaboratively in small groups of 4-6 people so that it can stimulate students to be more passionate about learning. This was clarified by Roger et al (1992) in Huda (2015) who argued that cooperative learning is a

group learning activity organised by a principle that learning must be based on changes in information socially among learning groups in which each learner is responsible on their own learning and are encouraged to enhance the learning of other members. Based on the opinion above, the cooperative learning model is considered applicable in physical education, sports and health subjects in schools. Therefore the researcher is interested in knowing the increase in learning outcomes of dribbling in football games through the jigsaw type cooperative learning model.

The jigsaw learning model is a cooperative learning technique consisting of several members in a group who are responsible for mastering part of the learning material and are able to teach the material to other members in the group (Fathurrohman, 2015). This is in line with Rusman's opinion (2018), which states that cooperative learning in the jigsaw model follows the pattern of how to work a saw (zigzag), namely, students carry out a learning activity by working with other students to achieve common goals.

Learning outcomes can be explained by understanding two words, namely "results" and "learning". According to Suprijono (2009), learning outcomes are patterns of behaviour, values, notions, attitudes, appreciation, and skills. Learning outcomes can be known through evaluation to measure and assess whether students have mastered the knowledge learned in accordance with the goals set. The learning outcomes achieved by students are a manifestation of the level of student mastery of the subject matter obtained through learning achievement tests. Learning is done to seek a change in behaviour in individuals who learn. Bloom (1956) and Anitah et al. (2008) can give a description of learning outcomes, including cognitive, affective, and psychomotor aspects. By applying the cooperative learning model of the jigsaw type, it is hoped that it will be able to improve the learning outcomes of dribbling in a football game for fifth grade students at SD Negeri 35 Wewangrewu, Wajo Regency.

MATERIALS AND METHODS

This research is classified as class-based action research that is descriptive in nature and aims to improve the learning outcomes of dribbling in a football game through a jigsaw cooperative learning model. According to Mu'alimin and Cahyadi (2014), classroom action research comes from the English term classroom Action Research, which means research conducted in a class to find out the effects of actions applied to a research subject in that class. Meanwhile, Yudhistira (2013) argues that PTK is collaborative research; teachers and researchers jointly conduct action research for the purpose of increasing and improving learning processes and results optimally. This is in line with the opinion of Mulyasa (2010), which states that classroom action research is an attempt to examine the learning activities of a group of students by providing an action (treatment) that is deliberately raised. Broadly speaking, the classroom action research (PTK) model is divided into four stages that are commonly passed, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.

This classroom action research was conducted at SD Negeri 35, Wewangrewu, Wajo District. The subjects in this study were 17 students in class V at SD Negeri 35

Wewangrewu, Wajo Regency. In data collection for affective aspects, there are 5 indicators observed, namely: working with friends, courage in making movements, obeying rules and sportsmanship, discipline, and activeness in learning. The retrieval of data for the cognitive aspect is done by providing questions in the form of multiple choice with the material of the game of football. While collecting data for the psychomotor aspect, namely by observing the movements of students in carrying out the ball dribbling technique. The indicators observed were initial attitude, body position, foot contact with the ball, and final attitude.

The data needed in this classroom action research is in the form of notes about the results of observations. The results of these observations were collected through test techniques to assess students' abilities and improve learning outcomes in dribbling in football games. Observation techniques to observe the learning process directly and see an increase in learning outcomes of dribbling in student football games; documentation techniques to obtain data about activities carried out by teachers and students in the application of the jigsaw-type cooperative learning model to improve learning outcomes of dribbling in football games

An analysis of research data regarding improving the learning outcomes of dribbling in football games through a jigsaw-type cooperative learning model used quantitative analysis. Data on test results in the first and second cycles were analysed quantitatively with percentages and supported by observation results. Then calculate the average value or evaluation of student learning outcomes. Quantitative data in the form of learning outcomes was analysed using descriptive analysis techniques using learning completeness and class mean (average). An indicator of the success of this PTK is an increase in the learning outcomes of dribbling in football games. According to the Minimum Completeness Criteria (KKM) set by the school, the minimum standard of completeness for each individual is a score of 80, which achieves 80% classical completion for the fifth grade students at SD Negeri 35 Wewangrewu, Wajo Regency. Criteria for the success of the action include changes and improvements in students' participation in physical education learning with football material, especially the basic technique of dribbling the ball. In the learning process, students look enthusiastic, happy, and active, which is marked by an increase in learning outcomes from dribbling in football games.

RESULTS AND DISCUSSION

Learning outcomes in cycle I

The activity that was carried out in Cycle I was the presentation of dribbling material in a football game through a jigsaw-type cooperative learning model for 3 meetings and for test activities carried out at the fourth meeting, or taking scores on psychomotor, affective, and cognitive aspects. Based on the learning outcomes in cycle I, the percentage of student learning completeness can be seen in the following table:

Table 1. Description of Learning Completeness Cycle I Class V SD Negeri 35 Wewangrewu, Wajo Regency

Completeness Criteria	Category	Frequency	Percentage (%)
0 - 74	Not Completed	7	41,18
75 - 100	Complete	10	58,82

Total	17	100
-------	----	-----

From the table it can be seen that of the 17 research subjects there were 7 students with a percentage of 41.18% who were in the incomplete category and 10 students with a percentage of 58.82% who were in the completed category in cycle I.

Learning outcomes in cycle II

The activity that was carried out in cycle II was the presentation of dribbling material in a football game through a jigsaw-type cooperative learning model for 3 meetings and for test activities carried out at the fourth meeting, or taking scores on psychomotor, affective, and cognitive aspects. Based on the learning outcomes in cycle II, the percentage of student learning completeness can be seen in the following table:

Table 2. Description of Learning Completeness Cycle II Class V SD Negeri 35 Wewangrewu, Wajo Regency

Completeness Criteria	Category	Frequency	Percentage (%)
0 - 74	Not Completed	0	0
75 - 100	Complete	17	100
	Total	17	100

The table above shows that in cycle II, out of 17 research subjects there were 17 students with a percentage of 100% already in the complete category and no students who did not complete so this research was not continued to the next cycle.

Comparison of Learning Outcomes Cycle I and Cycle II

Activities to improve learning outcomes for class V students at SD Negeri 35 Wewangrewu, Wajo Regency in cycles I and II are shown in the following table:

Table 3. Description of Learning Completeness Cycles I and II Class V SD Negeri 35 Wewangrewu, Wajo Regency

No	Score	Category	Cycle I		Cycle II	
			Frequency	Percentage (%)	Frequency	Percentage (%)
1.	0 - 74	Not Completed	7	41,18	0	0
2.	75 - 100	Complete	10	58,82	17	100
	Total		17	100	17	100

From the table, it can be seen that of the 17 grade V students at SD Negeri 35 Wewangrewu, Wajo Regency, who were the research subjects, they can be described as follows:

- The percentage of student learning completeness after applying the jigsaw cooperative learning model, for the complete category was 58.82% in cycle I, then increased to 100% in cycle II for the material on the ability to dribble in football games
- The percentage of students' learning completeness after applying the jigsaw cooperative learning model, for the incomplete category was 41.18% in cycle I, then decreased to 0% in cycle II.

From these data it can be concluded that classroom action research in an effort to improve learning outcomes of dribbling in football games through a jigsaw type cooperative learning model for students of class V SD Negeri 35 Wewangrewu Wajo Regency with KKM 75 and the percentage of completeness of learning outcomes is 100% in cycle II, so no need to continue to the next cycle.

DISCUSSION

Based on the results of the quantitative analysis, it shows that the implementation of learning actions through the jigsaw type cooperative walking model provides changes to aspects of the ability to dribble in football games for class V students at SD Negeri 35 Wewangrewu, Wajo Regency, namely from cycle I to cycle II.

The jigsaw-type cooperative learning model is a learning model that can be applied to physical education learning, especially football game material. Jigsaw Learning is a cooperative learning strategy in which students, not teachers, have greater responsibility for carrying out learning. The Jigsaw learning model uses a "group-to-group exchange" technique where each student teaches something to other students (Helmiati, 2012). According to Haerullah and Hasan (2017), in Jigsaw, each group member is responsible for mastering one part of the learning material and then teaching that part to other members of his team. This shows that students must have the awareness to know and understand the material by thinking a lot so that they can do peer tutoring. According to Sanjaya (2008) and Haerullah and Hasan (2017), cooperative learning strategies can increase motivation, stimulate confidence in thinking skills, find information, empower each student to be responsible, and improve academic achievement. In this Jigsaw cooperative model, students have many opportunities to express opinions, process the information obtained, and improve communication skills. Group members are responsible for the success of their group and the completeness of the material being studied and can convey information to other groups (Nurdyansyah and Fahyuni, 2016). Research conducted by Muhammad Syaekhu et al. (2022) entitled "The Influence of the Cooperative Learning Model on Student Empathy" states that learning is designed in groups accompanied by assignments that give responsibility to students in each group to be able to complete the tasks given by helping each other. When cooperation is well established at that time, the interaction process occurs, and the desire to help fellow members in the group shows an awakened empathy, which must always be trained and accustomed so that it can become a permanent behaviour.

In addition to improving learning outcomes, the jigsaw cooperative learning model can also improve students' dribbling skills, which is one of the basic techniques in playing football. Luxbacher (2011) argues that dribbling is the art of protecting the ball from opponents who try to grab it. Simply put, if you don't know how your opponent dribbles, then you won't know how to play football (Muhdhor, 2013). A player who has good dribbling techniques will very easily pass opponents when playing football. This was clarified by the research conducted by Affandy entitled "Application of the Jigsaw Type Cooperative Learning Model on Learning Outcomes of Basic Techniques of Dribbling and Football Passing (Study on Class VII Students of SMP Negeri 2 Sooko Mojokerto)," which concluded that there was a significant influence on the application of the model cooperative learning of the jigsaw type on the results of learning the basic techniques of dribbling and football passing in class VII students of SMP Negeri 2 Sooko Mojokerto.

Thus, it can be concluded that the jigsaw cooperative learning model can improve the learning outcomes of dribbling in a football game for fifth grade students at SD Negeri 35 Wewangrewu, Wajo Regency.

CONCLUSION

Classroom Action Research on fifth grade students at SD Negeri 35 Wewangrewu, Wajo Regency, was carried out in two cycles. Each cycle consists of four stages: planning, action, observation, and reflection. The conclusion from the research that has been done is that the application of the jigsaw cooperative learning model can improve the learning outcomes of dribbling in a football game for fifth grade students at SD Negeri 35 Wewangrewu, Wajo Regency.

Based on the results of the study, the jigsaw-type cooperative learning model can improve student learning outcomes, especially in the material of dribbling, one of the basic techniques in football games. The suggestions that researchers can make are as follows: The teacher is expected to apply the jigsaw-type cooperative learning model to improve the abilities and learning outcomes of dribbling in football games, and students are expected to be more focused and serious in the learning process carried out. The next researcher who will examine a similar research model is expected to be able to develop this type of jigsaw cooperative learning model by examining deeper and more varied learning. And in the future, the researcher plans to carry out research on the basic techniques of heading (heading the ball) in football games so that this research can be sustainable and beneficial to society.

CONFLICT OF INTEREST

There is no This article no conflict interest in this article.

REFERENCES

- Affandy, Sugeng. 2017. Penerapan Model Pembelajaran Kooperatif Tipe Jigsaw terhadap Hasil Belajar Teknik Dasar Dribbling dan Passing Sepakbola (Studi pada Peserta Didik Kelas VII SMP Negeri 2 Sooko Mojokerto). *Jurnal Pendidikan Olahraga dan Kesehatan Universitas Negeri Surabaya*, 5 (3).
- Al-Hadiqie, Zidane Muhdhor. 2013. *Menjadi Pemain Sepakbola Profesional*. ____: Kata Pena.
- Anitah W, Sri dkk. 2008. Strategi Pembelajaran di SD. Jakarta: Universitas Terbuka.
- Atiq, Ahmad. 2017. Model Latihan Teknik Dasar Sepak Bola Berbasis Bermain. Sidoarjo: Zifatama Jawa.
- Fathurrohman, Muhammad. (2015). Model-model Pembelajaran Inovatif. Yogyakarta: Ar-ruzz Media.
- Fenanlampir, Albertus dan Muhammad Muhyi Faruq. 2015. Tes dan Pengukuran dalam Olahraga. Yogyakarta: CV Andi Offset.
- Haerullah, Ade dan Said Hasan. 2017. Model & Pendekatan Pembelajaran Inovatif Teori dan Aplikasi. Yogyakarta: Lintas Nalar.
- Helmiati. 2012. Model Pembelajaran. Yogyakarta: Aswaja Pressindo.
- Huda, Miftahul. 2015. Cooperative Learning. Yogyakarta. Pustaka Pelajar.

- Isjoni. 2013. Cooperatif Learning. Bandung: Alfabeta.
- Luxbacher, Joseph A. 2011. Sepak Bola edisi kedua. Jakarta: PT Rajagrafindo Persada.
- Mielke, Danny. 2009. Dasar-dasar Sepak Bola. Bandung: Pakar Raya.
- Mu'alimin dan R.A.H. Cahyadi. 2014. Penelitian Tindakan Kelas Teori dan Praktek. Yogyakarta: Ganding Pustaka.
- Mulyasa, E. 2010. Praktik Penelitian Tindakan Kelas. Bandung: PT Remaja Rosdakarya.
- Nugraha, Andi Cipta. 2016. Mahir Sepakbola. Bandung: Penerbit Nuansa.
- Nurdyansyah dan Eni Fariyatul Wahyuni. 2016. Inovasi Model Pembelajaran Sesuai Kurikulum 2013. Sidoarjo: Nizamia Learning Center.
- Pangewa, Maharuddin. 2010. Perencanaan Pembelajaran. Makassar: Badan Penerbit Universitas Negeri Makassar.
- Paturasi, Achmad. 2012. Manajemen Pendidikan Jasmani dan Olahraga. Jakarta: PT Rineka Cipta.
- Primasoni, Nawan. 2017. Pedoman Melatih Sepakbola Anak Usia Dini Berkarakter. Yogyakarta: UNY Press.
- Rosdiani, Dini. 2013. Perencanaan Pembelajaran dalam Pendidikan Jasmani dan Kesehatan. Bandung: Alfa Beta.
- Rusman. (2018). Model – Model Pembelajaran: Mengembangkan Profesionalisme Guru. Jakarta: PT. Raja Grafindo Persada.
- Suprijono, Agus. 2009. Cooperative Learning. Yogyakarta: Pustaka Pelajar
- Syaekhu, Muhammad, dkk. 2022. Pengaruh Model Pembelajaran Kooperatif terhadap Sikap Empati Siswa. *Journal RESPECS (Research Physical Education and Sport)*, 4 (1), 51-56.
- Yudhistira, Dadang. 2013. Menulis Penelitian Tindakan Kelas yang Apik. Jakarta: PT Grasindo.