

Experiments of Learning Model and Motor Ability towards Soccer

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Abstract: A total of 40 samples used in the research are selected for the technique of purposive sampling. The instrument in this research is the motor ability and the ability to play football using the GPAI (Game Performance Assessment Instrument). The data processing technique used SPSS version 20 with the testing of hypothesis using Two Way ANAVA. Result: There is a significant influence of learning model and motor ability to football player skill. Discussion / Conclusions: These findings suggest choosing the right learning model with the characteristics of the student to achieve maximum results in any of my ball training exercises.

1 INTRODUCTION

The popularity of football is so great, of all ages and levels of society enjoying football (Richardson et al., 2004). Football is also a sports game that is widely used in physical education at various levels of education (Hickey and Kelly, 2008). To play football required the ability of motion (motor ability) in order to play well. The motor ability of the battery is called the ability of the motor / ability to be an intelligence of a person's ability to develop when a childhood develops with development and growth (Verburgh, 2016). However, each individual has different motor skills, some have a motor skills ability and there are also students who have low ability. For high-ability and low-ability motor skills, appropriate learning methods, to improve the performance of good football (Winkler, 2001).

With regards to the development of soccer playing skills from the motor ability level, many can be used to improve the skills of good soccer players (Raya-Castellano and Uriondo, 2015). However, in the case of the investigations using the tactical approach model and instruction as a model in which it enhances the ability of a soccer player with both low and low ability.

Approach models of individual initiatives are felt by the students in the form of the game being taught. It also permits a great deal of focus on the development of a vibrant atmosphere and atmosphere. Characteristics of Students Primary Schools (SD) tend to feel like playing games, when

they are provided with a form of training and are able to repeat the process of rapidly base balling (Leech and Marston, 2016). Unsupported instruction is a long-developed learning model and is used in school learning. The direct instruction model is the learning that is marked by teacher-centered decisions, and teacher learning gaps that are directed by the teacher (Moore, 1986; Al-Abood et al., 2001).

The purpose of this research is to know the influence of learning model and motor ability to football game skill. This research is done to students grade 4-6 who follow extracurricular Football. The researcher took the 4th-6th grade samples because of the similarity of the identical characteristic of the same study. The difference between the study and the test instrument was used. In the previous study, it was used the middle school level (SMP) and the instrument used in the physical restoration.

2 METHODS

2.1 Design and Participant

In this experiment the method used is the method of experimental experiment design 2 x 2. Another value of a factorial design is that it allows a researcher to study the interaction of an independent variable with one or more other variables.

2.2 Instrument

Instrument form Game Performance Assessment Instrument (GPAI).

2.3 Procedure

Data Collection The data collection process in this study is through pre-test and post-test. The data were taken in the form of a score of football matching performance. Before doing test, firstly enumerated the motor ability test which covers the agility, coordination, and balance. Then it is incorporated into the model of the approach model and the direct instruction model based on the low- and low-ability motor skills. So in each group amounted to 10 people. This study was conducted as many as 12 meetings, each week in 3 times meetings and 60 minutes each meeting.

2.4 Data Analysis

The average value data analysis is calculated based on the skills of playing football when the game is on. In order to calculate the skill of playing soccer fibrils using the GPAI format and the analysis using Two Way ANAVA found in SPSS 20. The average value data analysis is calculated based on the skills of playing football when the game is on. In order to calculate the skill of playing soccer fibrils using the ANAI's Two Way approach in SPSS 20.

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3 RESULTS

Table 1: Description Skills Data Playing Football.

| | SOURCE STATISTIC | TACTIC | Direct | TOTAL |
|--------------------------|------------------|--------|--------|--------|
| HIGH MOTORABILITY | N | 10 | 10 | 20 |
| | M | 3.18 | 1.44 | 2.31 |
| | ΣX | 31.81 | 14.44 | 46.25 |
| | ΣX^2 | 107.23 | 22.45 | 129.67 |
| LOW MOTORABILITY | N | 10 | 10 | 20 |
| | M | 1.87 | 2.63 | 2.25 |
| | ΣX | 18.72 | 26.26 | 44.98 |
| | ΣX^2 | 38.22 | 74.54 | 112.76 |
| TOTAL | N | 20 | 20 | 40 |
| | M | 2.53 | 2.04 | 2.28 |
| | ΣX | 50.53 | 40.70 | 91.23 |
| | ΣX^2 | 145.45 | 96.99 | 242.43 |

The table above illustrates the description of research data based on the difference between pre-test and post-test score (Gain score). The Tactical Approach with high-ability motor gained a score of 31.81 and an average of 3.18. The Tactical Approach with low-ability motor achieves a score of 18.72 and an average of 1.87. Learning model direct Instruction with high motor ability obtained score of 14.44 and average 1.44. While the Direct Instruction learning model with low ability motor score of 26.26 and an average of 2.63.

4 DISCUSSION

The research results show that the difference is caused by several things, including: the process of learning implementation of the approach of tactical learning and direct instruction learning model, the development of student movement skills and test results data about football skills. The tactical approach to learning in physical education builds student interest as a basic structure in promoting the development of skills and tactical knowledge required for game performance (Santamaría and De, 2012). The tactical approach of learning makes the learning atmosphere more interesting in order to stimulate student interest and motivation in study. Because in the game of football begins with the concept of group games that require students' own cognitive abilities (Memmert, 2015).

The interaction that occurs due to both treatments shows a different increase in learning outcomes, in this case the skills of playing football. In the group of students with high motor ability tactical approach showed better results, whereas group of students with low ability motor of direct instruction learning model showed higher result than tactical learning approach (Guido and Colwell,

1987). The interaction that occurs due to both treatments shows a different increase in learning outcomes, in this case the skills of playing football. In the group of students with high motor ability tactical approach showed better results, whereas group of students with low ability motor of direct instruction learning model showed higher result than tactical learning approach (Guido and Colwell, 1987). The interaction that occurs due to the two treatments shows a different increase in learning outcomes, in this case the skills of playing football. In the group of students with high-ability motor skills, there is a higher level of learning approach (Guido and Colwell, 1987).

The approach of tactical learning is able to improve the skills of playing football to students of Bakti Asih Islamic Elementary School after being given treatment within the set time. The upgrading of these skills can be realized because the tactical approach provides more opportunities for students with high ability motor skills to improve their soccer skills. In football games in particular, the modem is closer to the practice of using the game in a game to promote the development of skills in the know-how required for the game's performances. According to McPherson (1999), the tactical approach refers not only to the ability to execute complex motor skills but also to decisions concerning the appropriate use of the skill within the context of the game situation.

The learning model of direct instruction is the best-known model of learning where teachers directly arrange, direct, guide and evaluate what is done in the learning process. Dara instructional model is an effective way of teaching explicit concepts and skills. It is also stated that students who are unable to self-directed can still achieve optimal learning outcomes. This is proven to be consistent with this study, where groups of students with low ability motor skills can significantly improve their playing skills after obtaining the application of direct instruction model (Waldron and Worsfold, 2010).

5 LIMITATION

In this study the authors limit the problem of research. This study focuses on the influence of learning model and motor ability on the football game. The populations used consist of 4-6 students who follow the football extract. In collecting data, researcher using experimental research method.

6 CONCLUSIONS

In accordance with the results of data processing conducted can be concluded that the learning model is important in improving the skills of playing football, but to get the maximum results need to review the motor ability of each student because there is interaction between the learning model with motor ability, high ability motor skills should use a tactical approach learning model whereas for low motor ability should use Direct Instruction learning model.

The results of this study may be developed, and can be used as an information and reference materials for interested parties in the field in improving soccer player skills, and donations of thought and study materials for other researchers to conduct further research.

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