

# Efforts to Improve the Results of Students' Soccer Dribbling Learning with the Quantum Teaching Learning Model of XI Grade Private High School Students Tasik Raja Labuhanbatu Selatan Regency

Dicky Hendrawan<sup>1</sup>, Ramadan Ginting<sup>2</sup>, Muhammad Syaleh<sup>3</sup>

Lecturer of Sport and Health College Bina Guna Medan, Medan, Indonesia

**Abstract:** *This study aims to look at the results of students' dribbling learning in soccer lessons with Quantum Teaching learning models in class XI Tasik Raja Private High School Labuhanbatu Selatan District. This study includes classroom action research. The subject of this study was taken in class XI students of Tasik Raja Private High School Labuhanbatu Selatan 2016/2017 Academic Year with 30 students consisting of 17 students and 13 students. The beginning of Teaching and Learning Activities was conducted by learning outcomes tests (Pretest), with an average data of 63 with a graduation percentage of 30%, it showed that the students' ball dribbling ability was still low. Then continued the Teaching and Learning Activities using the Quantum Teaching learning model, the end of the first Teaching and Learning Activity and the Second Teaching and Learning Activity were tested for dribbling learning outcomes. Cycle I obtained the average grade score of 71.3 graduation percentages 70% of class students whose scores were above Criteria Minimal completeness and an increase in Cycle II with an average grade value of 76.2 with a graduation percentage of 86% of class students whose scores are above the Minimum Completeness Criteria. From these data it can be concluded that students' dribbling learning outcomes have increased from before being treated with Quantum Teaching learning models to cycle I and also have an increase in cycle II.*

**Keywords:** Dribbling, Soccer, and Quantum Teaching

## 1. Preliminary

Education can be interpreted as a process, where education is a conscious and responsible effort of adults in guiding, leading and directing students with various problems or problems and questions that may arise in their implementation. Education can also be interpreted as results, where education is a vehicle to bring students to an optimal level of development in accordance with their personal potential so that they become aware and responsible human beings for their life duties as human beings, in accordance with the nature and characteristics of their humanity. Education as a process and as a result of its implementation requires a deep and comprehensive assessment, so that the process to achieve and the results achieved can improve human dignity as a noble human being.

Through the Quantum Teaching learning model students are taught to be able to interact in the learning process which will have a big influence on the learning effectiveness and enthusiasm of students, because the functions of both the left brain and right brain have functioned according to their functions.

The concept of football is one of the subjects that is quite difficult because it consists of basic techniques that are quite complicated to learn so that it takes a deep understanding to be able to master this material thoroughly. Because besides having to know how to play football students also need to know the basic techniques of playing soccer, one of the basic techniques is dribbling. For that we need to choose the right method in teaching this method. Seeing this fact, researchers are interested in applying Quantum Teaching learning models to dribbling material in soccer games. With

the application of this method it is expected that students can easily understand the concepts of learning materials by linking them in their daily lives by demonstrating them with the application of their daily experiences, so that there appears to be a significant increase in student learning outcomes.

## 2. Theoretical Framework

### The Nature of Physical Education

Physical education is part of education, where the delivery is carried out through mobile activities whose approach is carried out through one of the sports or sports branches that have been modified and adapted to the level of education of students then the existing infrastructure at school. Physical education also directs students to adopt a lifestyle healthy and expected to make students physically healthy as well as spiritually healthy. Examination can also stimulate the overall intelligence of students, both intellectual, social, emotional, spiritual and kinesthetic intelligence.

According to Bucher 2010 (in Nadisah 2012: 16) "Physical education is an integrated part of the education process as a whole, which leads to harmony between physical, mental, emotional, and social aspects, through selected physical activities with a view to realizing the results. the results of the education. "

### The Nature of Learning

Learning is often interpreted as a process in which a person experiences changes that are obtained through practice and experience, as stated by Winkel (2013) that "learning is a mental process that occurs through learning experiences gained from someone who learns and through reactions to

environment ". According to Hamalik (2009) "learning is a change in behavior that is relatively steady thanks to practice and life experience." Learning is done is part of life, lasts a lifetime, anytime and anywhere, both in school, in class, on the streets, in time which cannot be determined in advance.

### The Nature of Learning Outcomes

Learning outcomes spur on behavior changes in students that can be observed and measured in the form of changes in knowledge, attitudes and skills. Learning outcomes are indicators for measuring the level of success of students in the teaching and learning process. Indicator of success as a measuring tool to determine the level of success of students in taking learning actions.

According to Slameto (2010: 7) "student learning outcomes are abilities achieved by students after the teaching and learning process." Oemar Hamalik (2012: 29) "learn is a process to achieve goals". Learning by humans is part of their life, lasts a lifetime, anytime, anywhere, both in school, in class, on the streets, in a time that cannot be determined in advance. In the context of designing a learning system, the concept of learning is interpreted differently. in this case it must be done intentionally, pre-planned with certain structures. That is, so that the learning process and the results achieved can be carefully controlled. The teacher deliberately creates conditions and environments that provide learning opportunities for students to achieve certain goals.

### The Nature of Football Games

Football is a ball game played by two teams, each of which has eleven members. This sport is very well known and played in 200 countries. Football games aim to score as many goals as possible by using 27-28-inch skin balls. The fields used in this game have a width of 50-100 yards and a length of 100-300 yards. The scoring place is located at the far end of the field with a net that is 8 feet high and 24 feet wide.

This game is almost entirely used with the legs, sometimes using the head and chest. Especially for goalkeepers, it is permissible to use their hands and arms in the sixteen-meter / criminal area. The game of seoakbola can be done in the open field and closed field which is played by all ages. According to Mukholid (2013: 2) that "in football games there are some basic techniques that are very closely related to each other in the game of football". Players who have good basic techniques, the player tends to play football well. There are several kinds of basic techniques in soccer games, such as stop ball (stopping the ball), shooting (kicking the ball into the goal), passing (passing), heading (ball heading), and dribbling (dribbling). Especially in dribbling techniques, players must master the technique well, because dribbling techniques are one technique that greatly influences the game of soccer players.

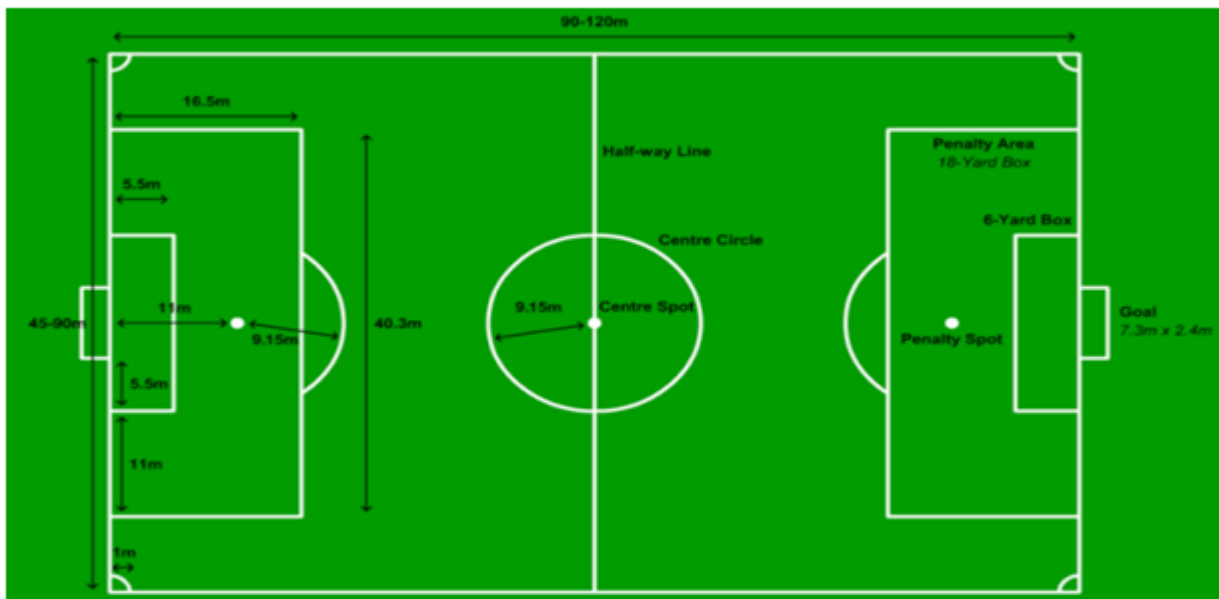


Figure 1.2: Football Field

Source: (<http://id.wikipedia.org/wiki/Football>)

### The essence of dribble (Dribble)

Basically, the game of football is an attempt to master the ball and reclaim it when it is being controlled by an opponent. Therefore, to be able to play football must master the basic techniques of good football. To be able to produce an optimal football game, a player must can master the techniques in the game. The basic technique of playing football is the ability to do movements or do something completely free from soccer.

Modern football is done by running and running ball skills with simple movements accompanied by speed and accuracy. Activities in the football game are known as dribbling. Dribbling is one of the basic techniques in playing football, in getting the player to be able to control the ball well, so that the ball remains in control. Dribbling also saves the ball if there is no possibility to be flattened. Besides that, dribbling attempts to move the ball from one place to another.

Robert Kogner (2014: 51) states that "dribbling is a method of moving the ball from one point to another in the field using the foot.

Football is a team game, each team consists of eleven players, including the goalkeeper. This game is almost entirely played using limbs, except the goalkeeper and captured by the opponent who is allowed to use his arm in the penalty area (Sucipto, 2009: 1).

In football games there are some dribble techniques that need to be mastered by the player, namely: dribbling the ball with the inside of the foot, dribbling the ball with the outside of the foot, and dribbling the ball with the back of the foot.

- 1) Dribble the ball with the outer leg  
In general, dribbling with an inner foot is used to pass the opponent's trick.
- 2) Bringing the Ball with the Outside of the Leg Bringing the ball with the outside of the foot is generally used to pass / outwit the opponent.
- 3) Bringing the Ball with Your Back. Dribbling with the back of the foot is generally used to get close to the distance and the fastest compared to the legs of other parts.

The nature of the Quantum Teaching Learning Model  
Quantum Teaching is an improvement and part of the Quantum Learning. Quantum Teaching is intended for prospective educators. Quantum Teaching consists of two words, "Quantum" and "Teaching". Quantum words are taken from the concept of physics, Quantum physics, which means interactions that convert energy into light. While Teaching which in Indonesian means teaching. So Quantum Teaching is the utilization of the various interactions that exist, both within and around the learning process, which transform students' natural abilities and talents into light that will benefit themselves and others. Deporter (2010) says that Quantum Teaching relies on the concept of "Bring their world to our world and bring our world to their world". This learning design framework in Quantum Teaching is known as the TANDUR namely Grow, Experience, Name, Demonstrate, Repeat, and Celebrate. This learning framework includes the application of the overall Quantum Teaching learning model.

"Quantum teaching is a lively change of learning, with all its nuances and quantum teaching also incorporating all the relationships, interactions, and differences that maximize learning moments that focus on dynamic relationships in a class-interaction environment that establishes the foundation and framework for learning (Lazanov: 2013 )".

#### **Application of Quantum Teaching Learning Model in Dribbling**

Football games are activities that are freely agreed to have specific objectives and are limited by rules that are precisely and clearly determined.

Like other sports, the game of football has its own characteristics. Its unique structure can answer the reason why soccer games are played with enthusiasm. This is inseparable from the ability of the coach to play the ball in a game. In football games, there are some basic techniques

one that needs to be mastered by the player. One of them is dribbling using the inner legs, turtle legs and outer legs. Mastering good dribbling techniques allows a player to be able to create goals. Therefore dribbling techniques have a very important role and cannot ruled out. The steps for implementing Quantum Teaching learning models in dribbling using the main components in Quantum Teaching are TANDUR, with the following components:

**Grow**, As the beginning of the learning process the purpose of a subject being taught must be stated. Just as the dribbling skill must be cultivated, what are the goals and benefits. By motivating students how later the role of dribbling in playing football and its use in the actual game is as an attempt to pass the opponent, to find opportunities to pass the ball to friends, and to adjust the rhythm of the game. Thus students feel directed in learning the material given.

**Naturally**, in this process we bring students into experiences in everyday life about soccer games. Or we can ask students about their experiences about soccer games.

**Named**, After being given the experience of football, it means students have been stimulated to participate in the teaching and learning process. Then we begin to explain and give information to students. In this case we provide an explanation of dribbling the ball by writing on the board important points to be studied. Like: understanding of football, the benefits of soccer, techniques of dribbling. After that the teacher gives an explanation of the points that have been written.

**Demonstrate**, In order that the lessons provided are not theoretical, the lessons we learn must be demonstrated to be seen by students, this can be done in the following steps:  
Creating student learning groups,  
Inviting all students to be spacious,  
All students are lined up based on the groups that have been formed,  
The teacher pre-tests the good and right dribbling of all students,  
The teacher demonstrates how to dribble well and correctly by using the inner foot and linking the material that has been given in the classroom to make it more visible,  
Each group was given the opportunity to demonstrate the dribbling technique in their respective groups,  
Conducting inter-group soccer matches where the teacher as an observer team and assisted if several students have been appointed.

**Repeat**, In order for students to better understand and remember about the material leading the ball with the inner foot that has been taught, it is repeated again by taking the core lessons from the game of soccer. Or it is better for students to be told to repeat what they have learned. That way can stimulate and deepen their memory.

**Celebrate**, To find out how mastery of students towards the material that has been taught then given a test to students verbally. After knowing the results of the students properly the teacher recognizes every effort made by students who have succeeded such as with praise in the form of "your

game is very good" or applause. Thus students feel proud that their motivation and enthusiasm for learning are higher.

### 3. Research Methodology

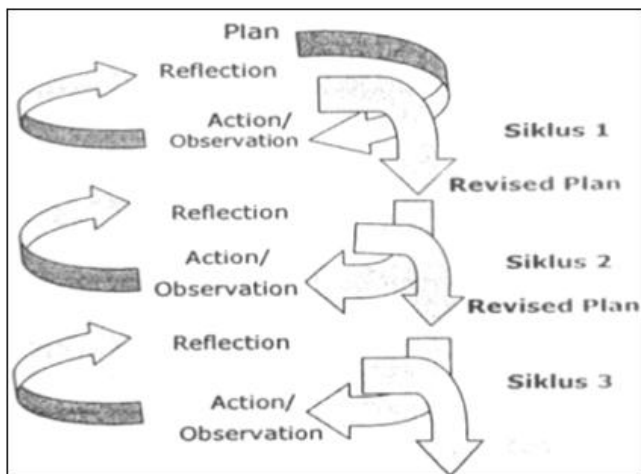
In accordance with the problems and objectives of the study which intends to find information about the use of Quantum Teaching learning models on efforts to increase the results of dribbling learning in football games for students of class VIII Kutalimbaru Deli Serdang District. The research method that will be used is Classroom Action Research (CAR).

This research method is Classroom Action Research. The approach used is a qualitative approach that is useful for expressing student learning difficulties in the process of learning physical education and how to overcome these difficulties as an effort to improve student learning outcomes in the material.

According to Arikunto, (2010: 16) states that broadly in each cycle the four stages passed in carrying out classroom action research, namely planning, acting, observing and reflecting.

According to Agus Kristiyanto (2010) "CAR in physical education and sports coaching is a form of study that is reflective and is carried out to improve the rational ability of the actions of the teacher / trainer in carrying out the task, deepening understanding of the actions taken, and improving conditions. where the practices of learning physical education / sports coaching are carried out, starting from the planning, implementation, observation, and for each cycle.

This research design can be described in the form of the scheme below



**Figure 1.3:** Design of Classroom Action Research in Physical Education and Sports Coaching (Source: Agus Kristiyanto, 2010: 19)

The design of this study can be described as a research design. Classroom research action consists of several stages in the form of cycles as follows:

#### Cycle I

#### Planning I

The action plan I was prepared to overcome the problems experienced by students in mastering dribbling material in the game of football. The problem solving was carried out by carrying out the learning as planned in the RPP.

The steps taken by the action plan I are:

- a) Preparing plans and implementing learning that has been made, as an effort to solve problems I
- b) Describe the actions planned for students in the top dribbling learning material in soccer games through the Quantum Teaching learning model.
- c) Prepare for learning outcomes

#### Implementation of Action I

The action taken is learning using the Quantum Teaching learning model in learning dribbling soccer games. The action is carried out by the teacher as a teacher and researchers as observers who observe the suitability of the Learning Implementation Plan with the implementation that has been prepared.

At the implementation stage, the activities carried out are carrying out the implementation process in the field with the steps of activities including:

- 1) Explain to students the teaching and learning activities of carrying the inner legs, the outer legs and the back of the feet in the game of football.
- 2) Line up students and warm up.
- 3) Demonstrating a series of herding movements, namely: The outer leg
- 4) The teacher asks students to do dribbling
- 5) Draw conclusions.
- 6) Assessment takes place during the learning process.
- 7) Line up students and cool down.

#### Observation I

Observations and observations made by researchers from the beginning of the action to the end of the implementation of learning actions through the play approach as an effort to improve student learning outcomes on dribbling material. Observations made during learning take place as an effort to observe the implementation of actions. In carrying out observations, researchers were assisted by other observers who participated in observing the course of learning based on student activity observation sheets, teacher activity observation sheets, and observation sheets of facilities and infrastructure prepared by the researcher in the appendix.

#### Reflection Phase I

The results obtained from the action and observation stage are collected and analyzed at this stage, so that it can be concluded from the actions taken from the results of the learning outcomes test I. The results of this reflection are used as the basis for the planning phase of the next cycle. After the Cycle I has been implemented and if the results have not been matched, Cycle II will be conducted.

#### Research Instruments

The research instrument in this study is a portfolio assessment sheet test the results of learning dribbling in soccer games. Tests of learning outcomes are given after teaching using Quantum Teaching learning models. In this

test students are asked to do a series of dribbling techniques in a soccer game, and researchers assess each process of implementing a series of dribbling techniques in a soccer game performed by students.

Learning outcomes test aims to find out whether the results of learning dribbling on soccer games will increase after being given treatment using Quantum Teaching learning models. To measure the results of learning dribbling on soccer games as follows:

-Test dribbles past obstacles / cones.

The purpose of this learning is to improve the ability to dribble (dribbling).

Student activities in learning football, such as: dribbling.

Tools and facilities:

- 1) Footballs
- 2) Pluit

- 3) Cones
- 4) Field

Test Implementation:

Information :

- 1) The sample stands behind the starting line.
- 2) Samples dribble the ball to the specified limit of 10 meters back and forth.

The assessor in this study consisted of three people, each of whom was tasked with assessing one indicator, namely the initial attitude, the second indicator of the implementation attitude, and the third indicator of the final attitude.

The description of the results of students' daily scores obtained by students can be seen in the following table below:

**Table 4.1:** Results of Student Daily Values

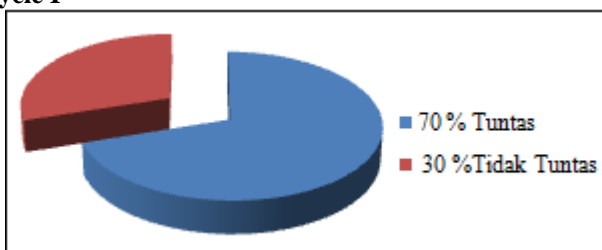
No	Treatment	Rated aspect			amount
		Feet position	Head Movement	Hand movements	
1	Student Daily Value	Amount: 99 Average: 3.3	Amount: 57 Average: 1.9	Amount: 72 Average: 2.4	Amount: 228 Average: 7.4
2	Post Test Cycle I	Amount: 110 Average: 3.4	Amount: 44 Average: 2.2	Amount: 81 Average: 2.7	Amount: 235 Average: 8.3
3	Post Test Cycle II	Amount: 114 Average: 3.8	Amount: 75 Average: 2.5	Amount: 84 Average: 2.8	Amount: 275 Average: 9.1

It is known that the daily value of students dribbling the ball, can be seen the average score of students in performing ball grasping technique, namely leg attitude 3.3, head movement 1.9 2.4 hand movements. In this case the students have not yet completed the learning of dribbling, the average grade obtained only reached 63 (incomplete). The results of observations carried out pay attention to the students' initial ability is not satisfactory, as evidenced by the results of the first cycle test of students who have not achieved mastery learning, namely 9 students (30%) and only 21 students (70%) of 30 students. Completeness Criteria Minimum average obtained by students is 71.3.

In addition to the lowest results there were also difficulties experienced by students during learning, including the following:

- 1) Students tend to see the ball too much / bow when dribbling the ball so that students cannot properly follow the kun route provided. To overcome this the teacher must exemplify the correct movement when carrying out the dribbling.
- 2) There are still some students when dribbling the ball is too far from the foot, so the control ball cannot be controlled by students.

**Cycle I**



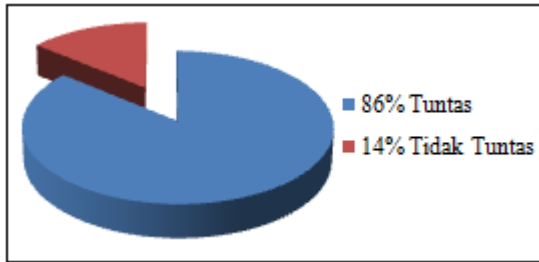
**Figure 4.1:** Comparison of Completeness of Learning in Cycle I

From the data obtained shows that the initial ability before being given learning using quantum teaching in doing dribbling is still relatively low. From 30 students there are 21 students who have received grades in learning while 9 students have not reached the level of learning completeness.

So it can be concluded that the low grade graduation percentage is because students tend to overlook the ball / bow while dribbling the ball so that students cannot properly follow the kun route provided. To overcome this the teacher must exemplify the correct movement when carrying the ball. there are some students when dribbling the ball is too far from the foot, so the control ball cannot be controlled by students.

Based on these conclusions, so that in conducting cycle II there is an increase in the results of dribbling learning, researchers must be better in directing students in practice.

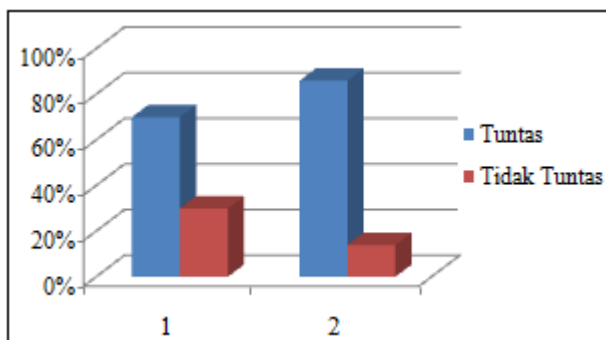
In this second cycle the teaching and learning process runs better when compared to cycle I. If in the first cycle the classical completeness of students as a whole is only 70% then increases in cycle II to 86%.



**Figure 4.2** Comparison of mastery learning in cycle II

From the learning cycle data obtained, it can be seen that the ability of students to test classical learning outcomes has increased. Of the 30 students there were 24 students (86%) who had achieved mastery learning, while 4 students (14%) had not yet achieved their learning completeness. In this second cycle, the teaching and learning process runs better when compared to cycle I.

The results of the reflection of researchers, as for the discovery of problems in the second cycle, namely (a) There are 4 students who have not been completed due to not being able to master the criteria obtained both Minimal and Classic Completeness has been said complete, so it can be concluded that through the application of learning variations can improve learning outcomes lead student ball.



**Figure 4.3:** Comparison of the Completeness of Student Learning Outcomes Each Cycle

In this second cycle the teaching and learning process runs better when compared to cycle I. If in cycle I the completeness criteria for students as a whole reaches 71.3 then increases in cycle II to 76.2.

## References

[1] Afri.T, (2012), Teaching Materials for Soccer, Medan. Department of Recreational Health Education, Faculty of Sport Sciences, State University of Medan.  
 [2] Arikunto, S., (2009). Research Procedure, Jakarta. Rineka Cipta Publisher.  
 [3] Deporter, B., Reardon, M., and Nourie, S., (2011). Quantum Learning, Bandung. Kaifa publisher.  
 [4] Deporter, B., Reardon, M., and Nourie, S., (2013). Quantum Teaching Initiates Quantum Learning in Classrooms, Bandung. Kaifa publisher.  
 [5] Dinata Marta., (2012). Basic-Dasr Teaching Soccer, Jakarta. Cerdas Jaya.  
 [6] Dimiyati., Mudjiono., (2014). Learning and Learning, Jakarta. Rineka Cipta Publisher.

[7] Hamalik, O., (2009). Teaching and Learning Process, Bandung. Bumi Aksara Publisher.  
 [8] Nusri., (2013). Diktat Sepakbola.Medan, Faculty of Sports Science.  
 [9] Sanroy Hutabarat., (2011).  
 [10] Slameto (2010). Learning and the factors that influence it. Jakarta: Rineka Cipta.  
 [11] Sukintaka., (2013). Theory of Physical Education, Bandung. Shades Publisher.  
 [12] Tarbani Rusyana, (2011). Approach in Teaching and Learning Process, Bandung.  
 [13] Winkel, (2009). Teaching Psychology, Bandung. PT. Gramedia.