

RECIPROCAL TEACHING STYLE AND MOTIVATION IN IMPROVING THE RESULTS OF LEARNING PASSING IN FOOTBALL COURSES

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Abstract

Teaching style is one of the factors supporting success in learning. Every instructor (teacher / lecturer) must pay attention to and choose a teaching style that is in accordance with the material that will be given to their students. It is known that there are problems with Penjaskesrek students at Serambi University in Mecca, including the still low average scores of students in football courses. Based on the results of the analysis, this happens because students who underestimate this course, so it looks students are not excited and can even be categorized as less motivated. The formulation of the problem in this research is whether there is an influence of reciprocal teaching style and motivation on the improvement of the results of deep leg learning in soccer courses? The purpose of this study is to determine the effect of reciprocal teaching style and motivation on improving the results of learning to pass deep legs in football courses. This research is an experimental research, with a population of 40 students. The sampling technique in this study is total sampling, so the total population is taken as a sample of 40 students. Based on the results of the study found that there is an influence of reciprocal learning models and motivation to increase learning outcomes in the passing of the foot in the soccer course that is a high motivation group pre test average 46.4 increased 14.95 so that it becomes an average of 61, 35 While the low motivation group pre test average 46.7 increased by 13.85 so that it becomes an average of 60.55. The conclusion is that to improve the learning outcomes of passing in football, especially in the passing of inner legs, both high and low motivation students can use reciprocal learning models.

Keywords: reciprocal, passing, soccer.

1. PRELIMINARY

Teaching style is one of the factors supporting success in learning. Every instructor (teacher / lecturer) must pay attention to and choose a teaching style that is in accordance with the material that will be given to their students. As the statement DY Pranata and KS Soegiyanto (2015) "As a teacher or lecturer has the obligation to make changes or improvements in implementing the learning process. These changes or improvements are efforts made to improve learning outcomes that lead to the development of the full potential of students both cognitive, affective and psychomotor. It is known that there are problems with Penjaskesrek students at Serambi University in Mecca, including the still low average scores of students in football courses. Based on the results of the analysis, this happens because students who underestimate this course, so it looks

students are not excited and can even be categorized as less motivated. The formulation of the problem in this research is whether there is an influence of reciprocal teaching style and motivation on the improvement of the results of deep leg learning in soccer courses? The purpose of this study is to determine the effect of reciprocal teaching style and motivation on improving the results of learning to pass deep legs in football courses.

Davis et al. (2010) define teaching style as related to the way taken by a teacher in choosing and relating to the scope of decisions in the teaching process that will take place. Muska (2008) suggests eleven teaching styles, as follows: (1) command style (the command style), (2) practice style, (3) reciprocal style (reciprocal style), (4) self-examination style (the self-check style), (5) the inclusion style (the inclusion style), (6) the guided discovery style (the

guided style), (7) the convergent discovery style (the convergent discovery style), (8) the divergent product style (the divergent production style), individual program style (the individual program-learner design style), student initiative style (the learner initiated style), (11) self-teaching style (the self-teaching style). Of the eleven teaching styles above, there are interesting to test their effectiveness in the learning process that is reciprocal teaching style. Reciprocal teaching style gives students the freedom to make broader decisions. Students are also given the obligation to assess learning outcomes in a limited way. This assessment is only limited to the formative or corrective value by a student towards students or by a group of students on the learning outcomes of a student (Muska, 2008). According to Huda (2013) reciprocal learning is a learning strategy to improve understanding.

Motivation according to James (2012) is a drive that arises in a person consciously or unconsciously to take an action with a specific goal. Achievement of an achievement / value in sports in general can stimulate students to want to practice even harder. Another opinion put forward by Santrock (2011) regarding motivation is the process that energizes, regulates and supports my behavior. Mental processes that occur in humans so that there is an impetus and energy to do and maintain something. According to Schunk, Pintrich and Meece (2010) motivation is the process of setting goals that are instigated and supported from the activities carried out. From the opinions of the experts above it can be concluded that motivation is an effort of someone in encouraging others to achieve one's goals for that person.

Passing sucipto (2000) explains that a movement to give / pass the ball to a friend, by using the inner leg, is widely used to give the ball a short distance (short passing). How to kick the ball with your inner

legs Komarudin (2005) explains it in eight movements, as follows: (1) Stand upright with good body balance and well-controlled. (2) The position of the foot used as a body support is next to the ball with a position not too far from the ball. (3) The body is leaning forward. (4) The position of the hands beside the body in a free position. (5) Knee feet slightly bent to support better body balance. (6) The foot for kicking the ball is in a rather slightly backward position with the foot pointing forward. (7) After the position of the body and legs are ready, the foot used to kick the ball is swung from the back towards the front precisely in the direction where the ball is located. (8) Concentration in the direction of the outward movement of the foot with the aim of the ball can be kicked by the surface of the leg section.

Romisowski (1988) said the learning outcomes obtained by students after experiencing the learning process, both in the form of knowledge.

2. RESEARCH METHODS

The method used in this study is the experimental method. The population in this study were 40 students. The sampling technique used total sampling technique so that the number of samples in this study were 40 students. The instruments used in this study were the results of passing the inner leg in a soccer game and the motivation questionnaire.

3. RESEARCH RESULT

Before being treated with reciprocal learning models, students are tested on their motivation level first, after that students are made into two groups according to the results of the motivation test, namely the high motivation group and the low motivation group. Then only each group is given a reciprocal learning model with inner leg passing material.

Table 1. Pre-Test Data and Post-Test Results of Passing Learning Outcomes

Learning Group	Average Value of Passing Learning Outcomes		
	Pre-Test	Pos-Test	difference
High Motivation	46.4	61.35	14.95
Low Motivation	46.7	60.55	13.85

The table above shows that the students who were given passing learning using reciprocal teaching styles experienced an increase in learning outcomes, namely the high motivation group with an average

pre-test of 46.4 experiencing an increase of 14.95 so that it became an average of 61.35. While the low motivation group pre test average 46.7 increased by 13.85 so that it becomes an average of 60.55.

	Motivation	N	Mean	Std. Deviation	Std. Error Mean
Passing	High reciprocity	20	61.35	3.360373	.44780
Passing	Low reciprocity	20	60.55	3.762348	.54095

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Passing	Equal variances assumed	5.717	.022	7.051	38	.000	8.75000	1.24091	6.23790	11.26210
	Equal variances not assumed			7.051	24.565	.000	8.75000	1.24091	6.19199	11.30801

Based on the analysis of the differences in the results of passing students who are taught by using reciprocal teaching styles that have high and low motivation it is known that the value of Sig. (2-tailed) = 0,000, then sig (2-tailed) <0.05 thus Ho is rejected and H1 is accepted. Then it can be concluded that there is a significant difference between reciprocal teaching styles on the results of passing on students who have high and low motivation.

4. DISCUSSION

The teaching style is designed to be able to apply the reciprocity between lecturers and students. Continuous learning must be well planned.

Reciprocal learning styles that have been tested can improve passing results in soccer games at Serambi University in Mecca is an impact of the role of a lecturer who has planned learning well, arranges assignments to be given, and pays attention to indicators to be achieved in lectures. The results of a good inner leg passing using reciprocal learning styles are inseparable from the strategy undertaken by the lecturer in portraying students in lectures. The existence of feedback between students and lecturers is one indicator that affects the results of passing in football.

The existence of roles and motivational support in reciprocal style will be able to increase passing

results. Motivation is very closely related to personal aspirations or encouragement to achieve achievement in the student concerned. This is certainly different from one student with other students. Oftentimes, a strong drive to achieve the highest achievements is something that just pops up in an athlete. In other words, the student has a very high level of aspiration. A person who is obsessed with his desire to achieve the highest level of achievement (over achiever).

5. CONCLUSION

Based on the results of the above research, it can be concluded that to improve the learning outcomes of passing in football especially passing the inside legs both in students who are highly motivated or low can use reciprocal learning models.

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