Differences in the Effectiveness of Wall Pass and Short Pass Exercises in Physical Education Learning at SMP Negeri 1 Sumowono

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Abstract

The research is motivated by soccer learning which needs to be improved with wallpass and short pass exercises. The problem faced is how to determine the right model of passing practice for students. This can be seen from the two techniques proposed, namely the game and the wall pass and short pass. Both techniques are assumed to be able to improve the accuracy of passing through various previous research results. The purpose of this study is to provide information about exercises that can be applied in learning football. This type of research is experimental research using a quasi-experimental research design. The experiment was carried out in grades 7 and 8, with each sample of 25 students. The data collection technique with observations was carried out using a questionnaire and carried out objectively by the observer. The data analysis technique used in this research is a test technique. Hypothesis testing is done utilizing descriptive analysis of the average difference test. These results indicate that the group that was treated using the Wall-Pass (WP) method had a significant difference from the class that was treated using the Short-Pass (SP) method. Teachers can innovatively develop teaching tools for other passing methods to improve student learning activities. Students need to help each other if they experience problems in implementing the model, and the teacher must be able to ensure that each student in the group can achieve the goal or complete the assigned task.

Keyword*s: Effectiveness, Wall Pass and Short Pass Exercise, Physical Education Sports and Recreation*

A. Introduction

21st-century skills, termed the 4Cs (communication, collaboration, critical thinking, problem-solving, creativity, and innovation), are the real abilities to aim for. (Mustafa & Dwiyogo, 2020). The goal is to achieve the efficiency of the material to be studied and the effectiveness of its absorption by students. At the time of physical learning in schools, it is necessary to develop learning models to improve the quality of human resources so that they will directly improve the education system for the better (Dimyati, 2017). Learning achievement, as used by teachers in the learning process, is considered a benchmark for measuring the success of learning delivery (Ardian et al., 2019). If the achievement obtained is not on target, it can be ascertained that several factors influence it. Several factors that affect learning achievement can be caused by the application of less attractive learning methods, so students feel bored. Besides that, it can also be caused by the use of learning techniques that involve the active role of students (Saleh & Ramdhani, 2020)

The period at school shows that students still have difficulty in physical learning, especially in soccer. Students seem to have difficulty understanding the practice of learning football as well as relating to learning skills in passing, which has an impact on the lack of ability to do good

passing skills. From the results of the learning evaluation of 24 students, there are still 13 students who are not optimal in applying ball passing. From the learning achievement data, it shows that the learning carried out has not been said to be complete because learning can be considered complete if the number of students who get scores above the Minimum Graduation Criteria (KKM) reaches 80% (without remedial), so a learning method that is intended for students is needed. to be able to improve physical learning outcomes and sports. This is due to the low mastery of learning methods by teachers, which can be seen from the way they provide learning that is difficult for students to understand, one of which is the material on passing in football. So it is less interesting for students to understand the concept of physical learning and sports? Based on the problems above, it is necessary to find the right solution to attract students' interest in learning football passing so that student learning achievement also increases. Football is a game that is played using the feet which are played by eleven players in 1 team by paying attention to Teamwork to score goals against the opponent's goal (Yahya et al., 2020).

(Soniawan, 2018) It states that passing in football can be interpreted as a way of passing or passing the ball to a friend, which is done with several techniques of

passing the ball using the foot. Good and correct passing is very much needed in the game of football because mastering this technique will make it easier for our friends to receive the ball (Adityatama, 2017). Like kicking, passing can also be done with the outside and inside of the foot, or with the head, or chest (if you have mastered this technique). Kicking the ball is "a movement or action performed by the foot on the ball so that it can roll or move from its original place" (Kristina, 2018).

(Suantama et al., 2018) states "a wall pass or pass one-two is a simple movement of two players. For example, when child A passes the ball to child B, then runs to a new position, this technique allows students to pass the ball well and is useful for encouraging the child's basic movements". Wall pass is the most valuable basic movement for children in the game of football. Meanwhile, according to (Ardianta & Hariadi, 2017) A wall pas is a part of an attempt to kick the ball from player 1 to another player by returning the ball from the previous player. This experience is very good for making children more skilled at learning wall passes in soccer games. In playing football, practicing passing the ball a short distance can be done with a wall pass (Suantama et al., 2018). It takes a variety of actions or results of changes from the original state

and has various forms. The variation movements include the ball when crossing the stake and children A and B moving forward through the stake so that the child can move and master the inner foot passing movement with the wall pass variation method. According to (Vinando, Insanistyo, 2018) A short pass is made by kicking the inside or outside of the foot for a short distance pass.

Passing the ball is the most dominant technique in a game. A high level of accuracy is required in passing to produce a good pass that is easily controlled by teammates (Suantama et al., 2018). (Aprianova, 2016) Expressing passing accuracy is the ability to pass the ball, which can make the direction or speed of the ball more directed to the target so that it is difficult to reach or be seized by the opponent. (Syamsudar, 2020) As in football, the good passing technique is a very important element. Passing with good accuracy is needed to build an attack to create good opportunities. The better the player's technique, the more the team's finishing will improve. Based on this, the thing to be resolved in this study is which effectiveness is better for passing using a wall pass or a short pass.

B. Method

This type of research is experimental research using a quasi-experimental research design. This study aims to be students of SMP Negeri 1 Sumowono with a population of 50 students. The sampling technique used was a purposive stratified technique with a specified proportionate sampling of schools and took samples disproportionately (proportionately). determine the grade level (stratified), and take all students in the class to reveal a causal relationship with learning treatment in the form of learning by using wall pass and short pass exercises. The population in this study amounted to 120 students with a sample of 50 students in this study involving the control group in addition to the experimental group. At the beginning of the study, a pretest was carried out for both the experimental group and the control group to determine normality and homogeneity. In both the experimental group and the control group, the data collection technique used was observation. The technique of collecting data by observing is done using a questionnaire and carried out objectively by the observer. Students were divided equally into two groups, A and B. Groups A and B came forward to prepare to pass using the inside of their feet, then passed the ball to group B and vice versa, group B passed the ball back until the ball crossed the funnel. Groups A and B who have practiced, then return to the back row of each group. The data analysis technique used in this study is a test technique. Hypothesis testing is carried out by descriptive analysis of the average difference between t-tests using the Statistical Package for Social Science (SPSS) program. The average difference test based on the distribution of t values used is the Mann-Whitney U. Through this test, the significance of the difference in the mean of two groups of samples that are not related to each other can be seen.

C. Result and Discussion

Result

The experiment was carried out in grades 7 and 8 with a sample of 25 students each. Of the total population. Then it was divided into 2 experimental classes, namely experimental class 1 and experimental class 2.

Students who are members of experimental class 1 and experimental class 2 are arranged heterogeneously, consisting of various levels of academic score acquisition. Before the Short Pass (SP) and Wall-Pass (WP) learning methods were carried out in experimental class 1 and experiment 2, the researchers conducted an initial ability test (pre-test). The normality test in this study used data from the pre-test, carried out to determine the distribution of the data, whether it was

normal or not. This is because the research sample was < 30 (small sample). The normality test was carried out using the One-Sample Kolmogorov-Smirnov method using the SPSS 23.0 program. The results of the normality test of the pre-test data can be seen in Table 1 below:

Table 1. *One-Sample Kolmogorov-Smirnov Pre Test*

		Wall Pass (Pre-Test)	Short Pass (Pre-Test)
N		75	75
Normal Parameters[,b]	Mean	6.51	6.09
	Std. Deviation	1.528	1.435
Most Extreme	Absolute	.190	.177
Differences	Positive	.190	.177
	Negative	-.109	-.103
Test Statistic		.190	.177
Asymp. Sig. (2-tailed)		.000[c]	.000[c]

The assumption approach used to test the normality of the data has a value of 0.05. If the significance value of normality is less than the value of, it can be said that the data is not normal (non-parametric). Based on the results of the data in table 1, the Asymp value. Sig. (2-tailed) experimental class 1 < value (0.000 < 0.05), it can be concluded that the data distribution of experimental class 1 is not normal (non-parametric). Sig. (2-tailed) experimental class 2 < value (0.000 > 0.05), it can be concluded that the data distribution of experimental class 2 is not normal (non-parametric). The homogeneity test was carried out by researchers to determine whether or not there was a similarity in the variation of the distribution of experimental class 1 and experimental class 2. If the significance value < (0.05) then the variations in the experimental class 1 and the experimental class 2 were not the same.

Tabel 2. Uji Variasi Homogenitas Pre Test

Levene Statistic	df1	df2	Sig.
,005	1	18	,745

Based on table 2, the significance value of the homogeneity test variation > value (0.745 > 0.05), so it can be concluded that experimental class 1 and experimental class 2 are homogeneous samples and suitable for research. The average similarity test was carried out with Mann-Whitney U. The test was carried out because the data of the sample class and the experimental class were not related or

independent. The assumption made is that the two samples have no relationship. With the normality test and homogeneity test, the data distribution is included in parametric inferential statistics (difference test). With these characteristics, Mann-Whitney U is feasible to use.

Tabel 3. *Test Statistics Pre Test*

No	Aspects Observed	Number of Indicators	Total Score	Max Score	$\bar{x}$	%
1.	Pre learning	1	2	4	2	50%
2.	Learning Opening	2	5	8	2,5	62,5%
3.	Explanation Of Learning Material	4	11	16	2,75	68,75%
4.	Learning Strategy	2	5	8	2,5	62,5%
5.	Utilization of Learning Media	2	6	8	3	75%
6.	Assessment of Processes and Outcomes	3	8	12	2,7	67%
	Score	**14**	**35**	**56**	**14,7**	**100%**

Table 3 shows the U value of 2398 and the W value of 5248. When converted to the Z value, the value is -1.592. Sig value or P-Value of 0.111 > 0.05. If the p-value > the critical limit of 0.05, then there is no significant difference between the two groups or it indicates that students can absorb the Wall-Pass (WP) and Short-Pass (SP) passing technique learning methods. The observation phase of experimental class 1 was carried out at SMP Negeri 1 Sumowono with 25 students in grades 7 and 8. The results of the observation of each student's activity were analyzed descriptively as follows:

Table 4. Results of Observation of Learning Activities in Experiment Class 1

	Pre Test Passing
Mann-Whitney U	2398.000
Wilcoxon W	5248.000
Z	-1.592
Asymp. Sig. (2-tailed)	.111

In the observation aspect of the implementation of Experiment 1 learning, the teacher has used the learning media well and is followed by the students' pre-learning readiness (discipline and readiness to receive material). The explanation of the learning material got a high score. The observation phase of the experimental class 2 was carried out at SMP Negeri 1 Sumowono with the number of students in grades 7 and 8 being 25 students. The results of the observation of each student's activity were analyzed descriptively as follows:

Table 5. Results of Observation of Learning Activities in Experiment Class 2

No	Aspects Observed	Number of Indicators	Total Score	Max Score	$\bar{x}$	Persentase
1.	Pre learning	1	3	4	3	75%
2.	Learning Opening	2	7	8	3,5	85%
3.	Explanation Of Learning Material	4	14	16	3,5	85%
4.	Learning Strategy	2	7	8	3,5	85%
5.	Utilization of Learning Media	2	7	8	3,5	85%
6.	Assessment of Processes and Outcomes	3	9	12	3	75%
	Total	**14**	**47**	**56**	**20**	**100%**

The learning carried out by students in experiment 2 by applying the Short-Pass method has been carried out by the teacher very well and is by the steps in the lesson plan. Students have succeeded in using the technique well and enthusiastically during learning activities in gathering information, discussing, and summarizing the material. The final ability test was carried out by analyzing all aspects of the learning activity variables in experimental class 1 (Wall-Pass) and experimental class 2 (Short-Pass). The distribution of the results of the analysis of the three passing indicators of students after a learning intervention using the wall-pass method obtained the following results:

Table 7. Statistics of the Active Implementation of the Wall-Pass Method

		Cumulative Pass and turn (WP-PT)	Cumulative Accuracy passing (WP-AP)	Cumulative Passing and stopping (WP-PS)
N	Valid	75	75	75
	Missin	0	0	0

	g			
Mean		6.57	6.92	6.52
Median		6.00	7.00	6.00
Mode		5	6	5
Std. Deviation		1.587	1.505	1.703
Variance		2.518	2.264	2.902
Minimum		4	4	4
Maximum		11	10	10
Sum		493	519	489
Percentiles	25	5.00	6.00	5.00
	50	6.00	7.00	6.00
	75	8.00	8.00	8.00

Based on the data in table 7, the average value of student learning activity at SMP Negeri 1 Sumowono using the Wall-Pass (WP) learning model is 6.67 (pass and turn + accuracy passing + passing and stopping). with an average standard deviation of 1.598 and an average data variation of 0.575. The distribution of the level of student learning activity can be seen in table 8 below

Table 8. Activity Category Levels Using the Wall-Pass Method

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	1	,2	,2	,2
	Low	25	5,1	5,1	5,3
	Currently	115	23,5	23,5	28,8
	Tall	274	55,9	55,9	84,7
	Very high	75	15,3	15,3	100,0
	Total	490	100,0	100,0	

After the high category, the acquisition of learning activity intervention using the Wall-Pass method was in the middle, which was moderate. The distribution of the results of the analysis of the three indicators of the student's learning passing technique after the learning intervention using the short-pass method obtained the following results:

Tabel 9. Statistik Keaktifan Pelaksanaan Metode *Short-Pass*

		Cumulative Pass and turn (SP-PT)	Cumulative Accuracy passing (SP-AP)	Cumulative Passing and stopping (SP-PS)
N	Valid	75	75	75
	Missing	0	0	0
Mean		6.45	6.33	6.36
Median		6.00	6.00	6.00
Mode		8	7	5
Std. Deviation		1.630	1.528	1.721
Variance		2.657	2.333	2.963
Minimum		4	4	4
Maximum		10	10	10
Sum		484	475	477
Percentiles	25	5.00	5.00	5.00
	50	6.00	6.00	6.00
	75	8.00	7.00	8.00

Based on the data in table 9, the average value of student learning activity at SMP Negeri 1 Sumowono using the Short-Pass (SP) learning model is 6.38 (Pass and turn + accuracy passing + passing and stopping). With an average standard deviation of 1.626 and an average data variation of 2.651. The distribution of the level of student learning activity can be seen in Table 10 below:

Table 10. Activity Category Level of Short-Pass Method

		Wall-Pass (WP)	*Short-Pass* (SP)
N		25	25
Normal Parameters[,b]	Mean	60.04	57.44
	Std. Deviation	7.208	5.516
Most Extreme Differences	Absolute	.171	.188
	Positive	.171	.109
	Negative	-.105	-.188
Test Statistic		.171	.188
Asymp. Sig. (2-tailed)		.026[c]	.023[c]

After the high category, the acquisition of learning activity intervention using the Short-Pass method was in the medium value. By category, the distribution of the activity level of the Wall-Pass (WP) and Short-Pass (SP) methods has a data

distribution with a low range of variation. The second stage of the normality test was carried out in the post-test section. The initial normality test was carried out with evaluation data for learning outcomes, while the normality test at the post-test stage was carried out by tabulating data from student activity observations using two passing models, namely the Wall-Pass (WP) and Short-Pass (SP) methods. The normality test aims to test the distribution of variables. Good data normality is to have a normal data distribution or close to normal. In this study, two methods were used to determine the distribution of the data, namely statistical tests, and graph analysis. The graph analysis used is to look at the normal probability plot by comparing the cumulative distribution of the normal distribution. The normal distribution will form a straight diagonal line and plotting the residual data will be compared with the diagonal line.

Table 11. *One Sample Kolmogorov – Smirnov Test*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very low	1	,2	,2	,2
	Low	16	3,3	3,3	3,5
	Currently	112	22,9	22,9	26,3
	Tall	273	55,7	55,7	82,0
	Very high	88	18,0	18,0	100,0
	Total	490	100,0	100,0	

In table 11 the equation variables have a probability level greater than 0.05 whereas the Wall-Pass (WP) and Short-Pass (SP) variables have a probability level of 0.026 and 0.023, respectively. The difference test was carried out using the Mann-Whitney U method to find out comparatively the difference between the two groups, namely the group that was treated using the Wall-Pass (WP) and Short-Pass (SP) methods.

Table 12. *Test Statistics Passing*

	Cumulative Test Passing
Mann-Whitney U	276.500
Wilcoxon W	601.500
Z	-.700
Asymp. Sig. (2-tailed)	.000

The significance value of the assumed variance similarity and the assumed variance similarity obtained a value < alpha value (0.000 < 0.050). These results indicate that the group that was treated using the Wall-Pass (WP) method had a significant difference from the class that was treated using the Short-Pass (SP) method.

Discussion

Based on the results of research to increase student participation in learning, teachers should apply more interesting methods. Wall-Pass is the most valuable basic movement for children in the game of football. This experience is very good for making children more skilled in learning wall passes in soccer games. On the other hand, there is also a passing learning model that can be applied, namely Short-Pass. A short pass is done by kicking the inside or outside of the foot for a short distance pass. The study was conducted in two stages: The initial ability test stage was carried out using a pre-test instrument. Experimental class 1 obtained an average value of 6.507. Experimental class 2 obtained an average value of 6.093. In the second stage, in the pre-test section, a normality test of psychomotor value data was carried out. The normality test of the pre-test results using the Kolmogorov-Smirnov method

obtained that both experimental classes had an abnormal level of data distribution (<0.05).

The two results were then tested for homogeneity using Levene Statistics. A homogeneity test was conducted to ensure that the two experimental classes had the same level of knowledge and learning ability characteristics. The final stage of the pre-test research was a different test using Mann-Whitney U on the value of psychomotor learning outcomes. The results of the equality of means from the two experimental classes showed that there was no significant difference (> 0.05). The research was conducted at SMP Negeri 1 Sumowono. The research was carried out at different times using two different models. The first experiment was an intervention using the Wall-Pass method by the steps outlined in the implementation method. The second experiment was carried out by intervention using the Short-Pass method by the steps that have been stated in the implementation method. The observation phase was carried out by giving each student distribution of active research instruments. The results of the research hypothesis assumption test showed that there was a significant difference between the use of the Wall-Pass and Short-Pass methods. The significance value of the

assumed variance similarity and the assumed variance similarity obtained a value < alpha value (0.000 < 0.050). In line with previous research which stated that the results showed that the group that was treated using the Wall-Pass method had a significant difference from the class that was treated using the Short-Pass method. From this research, it is hoped that in learning football, teachers should be able to provide creativity in providing learning material in soccer games.

D. Conclusion

The research was carried out at SMP Negeri 1 Sumowono, Semarang Regency, Semester 2 of the 2020-2021 academic year. The experiment was carried out in grades 7 and 8, with each sample of 25 students. From the total population, it is then divided into 2 sample classes, namely experimental class 1 and experimental class 2. The significance value of the assumed variance similarity and the assumed variance similarity is < alpha value (0.000 < 0.05). These results indicate that the group that was treated using the Wall-Pass (WP) method had a significant difference from the class that was treated using the Short-Pass (SP) method. Teachers can innovatively develop teaching tools for other passing methods to improve student learning activities. Students need to help each other if they

experience problems in implementing the model, and the teacher must be able to ensure that each student in the group can achieve the goal or complete the assigned task. At an advanced stage, students must be trained to work together with their friends in a synergistic, integral, and combinative way.

E. Acknowledgments

F. Conflict of Interest

No conflict of interest

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