



The Effect of Jigsaw Cooperative Learning Model on Learning Outcomes of Dribbling and Passing Using the Back of the Foot Football Game in Class VII Students of SMP

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Abstrak

This study aims to determine the effect of the jigsaw cooperative learning model on learning outcomes of dribbling and passing by using the instep of a soccer game in class VII students of SMP Negeri 1 Pekutatan. This type of research is quasi-experimental research. The population is all students in class VII A and VII B of SMP Negeri 1 Pekutatan for the 2021/2022 school year with a total of 66 students. The sample used random sampling. The research was conducted in twelve meetings. Learning outcome data is collected by means of objective tests. Data collection methods in the form of attitudes, knowledge and skills were then analyzed using the SPSS 16.0 For Windows program. The average dribbling learning result of the experimental group was 38.0373 while in the control group the average was -10.0876. The average passing learning result from the experimental group was 39.3394 while in the control group the average was -15.5548. The results of this study indicate that the jigsaw type cooperative learning model affects the learning outcomes of dribbling and passing

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A. Introduction

Sport is an activity that cannot be separated from everyday life. It has become commonplace when every individual does sports to maintain his fitness. The desire to maintain body condition to stay fit in activities is a special encouragement for each individual (Widodo, 2018). In this case, there are many kinds of goals for each individual by doing sports, according to their wishes and needs or a job demand. In this case, every individual does sports just for fun. Then do sports activities with educational purposes. In addition to doing sports to achieve a certain level of physical fitness and those who carry out certain sports activities achieve maximum performance by development (Bangun, 2019).

Sport is essentially an activity that aims to train or develop every aspect of the body (Sari et al., 2017). Besides that, by doing sports, physical fitness also increases, so that it supports carrying out long activities to the fullest. Many benefits can be obtained if you do regular and continuous exercise. Many types of sports can be done, and apart from getting pleasure from sports, they can also strengthen social relations (B. A. Kusuma & Setyawati, 2016). In principle, sports are divided into 3 parts, namely recreational sports, educational sports, and achievements. Sports achievement is the pinnacle of

achievement in sports because in this case, it is not only fun and fitness. In this case, one of the most popular forms of achievement sports worldwide is soccer (Asmawi et al., 2022). When discussing football, of course, every person in the world knows this sport.

The sport that is most popular and in demand among these groups is a team sport played by eleven players with ten players using their feet to play the ball and the goalkeeper using the whole body. According to (Alfi Hidayat, 2019) football is a game that requires a lot of energy, intelligence on the field boosts enthusiasm, as well as provides joy through togetherness in a team. In soccer there are several techniques, namely accompaniment techniques, kicking, controlling, catching, throwing, etc.

Football is a sports game that has been played for a long time in various countries, even though they use different terms (I. D. M. A. W. Kusuma, 2018). All of these games have the same goal, namely a game played by two teams, and the game from each team is trying to play the ball and keep the ball from being captured by the opposing team and trying to put the ball into the opponent's goal (Suantama et al., 2018). Football is an innovative game, namely a game that allows every player in a team or team that competes to attack to enter the opponent's defense area, and

every game in a team tries to put the ball into the opponent's goal to score or score and protect the goal from the opponent's attack. (Palmizal et al., 2020).

Goals are counted when the ball has completely crossed the goal line. Each player tries to enter the ball by passing, dribbling and shooting (Putranto & Andriadi, 2019). Apart from these methods, other ways can be done by players who do not carry the ball, such as finding space, helping and protecting players who are carrying the ball, and players from the opposing team who do not control the ball trying to grab the ball from opposing players by doing fighting body (body charge), talking, shadowing opposing players who do not carry the ball, closing empty spaces and closing space for shots towards a goal (Taufik, 2019). In the sports and health physical education curriculum unit at the junior high school level, several sports are indicators of student achievement.

One of them is that soccer is a sport that uses large balls and is played in teams, but in the learning process, the teacher may modify the game so that the learning process can run smoothly (Hartoto, 2018). For this reason, it is necessary to have an effective learning model that can be used by teachers so that students can improve their skills in these sports. Several

methods, models, and teaching styles that are often used by a teacher include command, divergent, and cooperative teaching styles, etc. Those are some of the methods, styles, and strategies commonly used by a teacher, especially physical education teachers. In physical education learning a teacher is required to be creative in using the right style, method, and teaching strategy, so that the enthusiasm of students in learning is quite high.

Therefore it is necessary to have an appropriate learning method or model. So the method used is the jigsaw cooperative learning model. (Setiawan et al., 2020) states that the jigsaw-type cooperative learning model is a learning model that focuses on student group work in the form of small groups. As revealed by (Hamzah et al., 2019) that the cooperative learning model of the jigsaw model is a cooperative learning model in which students learn in small, heterogeneous groups of 5-7 students and students work together with positive interdependence and are responsible independently. The reason for choosing the jigsaw-type learning model is because this outlining method is discussing and demonstrating the whole and implementation of learning that involves practice, so this learning model is very suitable to be applied in every lesson that requires demonstration, especially in

football sports with the aim that students can more easily digest and understand what the teacher says. Based on the results of my observations at Pekutatan 1 Public Middle School, showed that most of the VII students' learning outcomes in the physical education subject were still low. Out of 33 students, 10 students scored above the KKM, and 22 students scored below the KKM.

Student learning outcomes are still low, caused by students who play too much when they receive football material so students still have difficulty understanding football material. Apart from that, the reason for the researcher to take or carry out research at SMP N 1 Pekutatan, is because football achievements at SMP N 1 Pekutatan have not obtained maximum results so they want to apply a cooperative learning model to improve student skills. In addition, the use of learning models that are still not by the learning material causes the learning to be less attractive to students. From the problems encountered in the field, researchers are motivated to find solutions, in this case, the right learning models to solve existing problems, so that the right learning is to solve existing problems together and thoroughly. In connection with the problems that have been described previously. Based on the explanation above, to prove an experimental study with

the title, namely the effect of the jigsaw cooperative learning model on the learning outcomes of dribbling and passing using the instep in soccer games in class VII students of SMP Negeri 1 Pekutatan.

B. Method

The location of the research will be at SMP Negeri 1 Pekutatan which is located on Jln Denpasar Gilimanuk, Jembrana Regency. When the research was carried out in the even semester of 2022 with 12 meetings in each group. The type of research used in this research is Quasi Experiment.

Basically, this study aims to determine the effect of the jigsaw cooperative learning model on the learning outcomes of dribbling using Instep Football Games for students in the experimental group while the control group is given learning with the conventional model. The design in this study was the non-randomized control group pretest and posttest design.

External validity concerns the extent to which research results can be generalized. External validity in this experimental research includes interaction between subject selection and treatment, setting interaction with treatment, and historical interaction with treatment. The steps taken to control external validity are to do total sampling.

In this study, the data obtained was

based on the results of a basic technique assessment of soccer dribbling (dribbling using the instep). The data collection procedure was carried out by giving a pretest and posttest. Pretest before treatment and posttest after treatment. The test given to the experimental group and the control group is the same test.

C. Result and Discussion

Based on the table of normality test results, the distribution of data is normally distributed if the sig value is in the Kolmogorov Smirnov column ($p > 0.05$). The test results of the testers above on the Kolmogorov Smirnov column, the sig value in the experimental group was = 0.200 while the sig value in the control group was = 0.200, so the sig values in both groups in this study were normally distributed.

Based on the table of homogeneity of variance, both classes use a sig (Significant) value in Levene's test column for equality of variance. If the sig value > 0.05 , it means that there is no difference in variance between the experimental class treated with the jigsaw cooperative learning model and the control class treated with conventional learning models. The sig value for the Levene test for the two groups in this study was = 0.754 which is more than 0.05 so it can be concluded

that there is no difference in variance in the two groups or the variance of the data, so that the two classes are homogeneous.

The lack of cooperation between teachers and students and fellow students with one causes the learning process to not run optimally and maximally. The learning model used is monotonous and pays little attention to individual student abilities, even though the abilities of each individual are not necessarily the same, namely social background, level of achievement, and ability of each individual, so that appropriate learning innovation is needed so that PJOK learning outcomes can run according to the objectives. Based on the results of data analysis, it was obtained that there were differences in the learning outcomes of the basic techniques of dribbling and passing in soccer games between students who were given the jigsaw cooperative learning model and the conventional learning model. soccer game. In this study, each research group was given a different treatment, in which the experimental group was given the jigsaw cooperative learning model given by the researcher and the conventional group was given by the PJOK teacher. The jigsaw-type cooperative learning model is not only superior in helping students but this learning model can increase cooperation between students, interact between

teachers and students, increase creativity, thinking critically, a sense of responsibility between groups and friends, a confident attitude in guiding friends, and the ability to explain material or learning to groups.

Based on the observations of researchers when learning took place in the experimental group, learning was directed at paying attention to students' understanding of the basic techniques of dribbling and passing football in participating in learning activities. More positive student activity in studying the material in a study by discussing and exchanging ideas in groups makes the average score obtained by students in the experimental group greater than the average score obtained from the control group

The effect of the jigsaw cooperative learning model on learning outcomes has been proven through research conducted by:

Khoerul Mufti Priyanto Lack of variety in learning physical education makes students bored and not enthusiastic about taking lessons. Because of this, an interesting learning model is needed so that students become more enthusiastic about participating in Jigsaw Cooperative learning. The purpose of this study was to improve physical education learning outcomes by using the jigsaw type II cooperative learning model for fifth-grade

students at SDN Sambigede 03

Sumberpucung Malang. The results of the application of the jigsaw-type cooperative learning model in the initial conditions or pre-cycle results showed students' incompleteness in physical learning by 40%, then given treatment in cycles I and II using the jigsaw model experienced an increase in mastery reaching 57%, and in cycle II mastery reached 77 %

Agung Dwi Prasetya, The purpose of this study was to determine, analyze, and identify the significant effect of the jigsaw learning model on basketball dribbling skills at SMA Negeri 1 Rengasdengklok. There are three stages in this study, namely: pretest, treatment, and posttest. The pretest was carried out in both classes to find out the initial ability of basketball skills before getting treatment. After being given treatment, the researcher then conducted a posttest in both classes to find out whether there was an effect of the jigsaw learning model in the experimental class.

Researchers processed using the T-count formula and compared it with the T-table and the significance is less than 0.05. The results showed that the jigsaw learning model had a greater influence on the dribbling skills of Grade 11 SMA Negeri 1 Rengasdengklok with a T-count of 0.133 compared to a T-table of 0.148 with a significance of less than 0.05 of 0.00.

According to Muchammad Rizky Fajar, this study aims to determine the learning outcomes of class X students of SMA Negeri 1 Padang Sidempuan before and after applying the jigsaw cooperative learning model. This research is a classroom action research that consists of two cycles. The research population was all class X students of SMA Negeri 1 Padang Sidempuan in the 2015/2016 academic year. The sample selection was carried out using the cluster random class technique. The sample taken was one class taught using a jigsaw cooperative learning model. The instrument used is a test of learning outcomes in the form of multiple choice and observation. The results of the pre-test data analysis as the initial learning outcomes of students show that 12 students score ≥ 75 with a learning completeness percentage of 41.38%.

Learning carried out in the control group was carried out by applying conventional learning models, the conventional models applied in the control group guided students to be able to understand and practice the movements correctly. However, by using the lecture model in delivering teacher-centered learning material and there are still many less active students. This is different from learning in the experimental group which uses the cooperative learning model of the

jigsaw type of students who are taught through small groups led by the group leader or what is called the expert group. Then the researcher gives the learning material to the expert group, then the expert group will explain to the group about the material that has been submitted. This will increase the responsibility and cooperation between all group members to understand the material being taught so that it will involve the participation of all students. It was these factors that resulted in learning that took place in the experimental group getting a better response from students so that the average comparison of the effect of the jigsaw cooperative learning model on the experimental class dribbling was 38.0373 and in the conventional group -10.0876, while in the cooperative learning model on passing experimental class 39.3394 and in the conventional group -15.5548

From the description above, it shows that the jigsaw type cooperative learning model in learning dribbling and passing techniques has a positive effect on student learning outcomes. This study has the implication that there are differences in the learning outcomes of the basic techniques of dribbling and passing using the instep in soccer games which are taught using the jigsaw cooperative learning model using conventional learning models.

D. Conclusion

The results of the study that there was an influence of the jigsaw cooperative learning model on the learning outcomes of dribbling using the instep of class VII students of SMP Negeri 1 Pekutatan. Based on the data obtained sig (2-tailed) = 0.000 Then $P < 0.05$. These results are used as a basis for making decisions. The decision taken is to reject H_0 and accept H_a , which means that the learning outcomes of soccer taught with the jigsaw cooperative learning model are higher than the learning outcomes of soccer taught with conventional learning models. Learning to Pass Using the Back of the Feet in Grade VII Students of SMP Negeri 1 Pekutatan. Based on the data obtained sig (2-tailed) = 0.000 Then $P < 0.05$. it can be said that the jigsaw cooperative learning model has a higher influence than the conventional learning model.

The results of the study that there were differences in the learning outcomes of the jigsaw cooperative learning model with the learning outcomes using conventional learning models, that the difference in the average dribbling learning outcomes of the experimental group was 38.0373 while in the control group the average was - 10.0876. whereas the learning outcomes of passing the jigsaw cooperative learning model are higher than the conventional

learning model with the average difference in the experimental group being 39.3394 while in the control group the average is - 15.5548

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F. Conflict of Interest

No Conflict of interest

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