



## Improving Football Dribbling Learning Outcomes with the Demonstration Method in Grade VII SMP Islam Al-Falah

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### ABSTRACT

This study aims to improve the learning outcomes of football dribbling skills through the coercion method in seventh-grade students of Al Falah Islamic Middle School. The hypothesis put forward is that the resonance method can effectively improve students' mastery of dribbling techniques. This study is a Classroom Action Research (CAR) conducted in two cycles that include the stages of planning, action, observation, and reflection. The research subjects numbered 11 students. Data collection techniques included observation, skills tests, and documentation, with assessments based on nine aspects of motor skills. The results of the study showed a significant increase from cycle I to cycle II, where in cycle I only 4 students (36%) completed the learning, while in cycle II this increased to 10 students (90%). An increase in the average score and learning outcome categories was also seen, with the dominance of the "Very Good" and "Good" categories in cycle II. These results indicate that the enhancement method is effective in improving students' mastery of dribbling techniques individually and as a class. The implications of these findings indicate the importance of using visual approaches and direct practice in physical education learning.

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- Conception and design of the study;
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- Manuscript preparation;
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## INTRODUCTION

Physical education is part of the general education program that contributes to a child's overall growth and development through movement experiences (Khoirul, 2018). Physical education is a crucial subject for junior high school students (Rahardian, 2022). Each sport has its own role and purpose, such as in football, where dribbling techniques aim to carry the ball and pass opponents in front of you to score goals (Imam et al., 2022). However, initial observations of seventh-grade students at Al-Falah Islamic Junior High School showed that their dribbling skills were still low. This was influenced by the lack of variety in teaching methods used in the learning process. Dribbling is a fundamental skill that plays a crucial role in football (Adam, 2024). Dribbling is used to control the ball while moving, avoid opponents, and create opportunities to attack (Andi et al., 2024).



Previous research has shown that learning basic football techniques can be enhanced through more interactive and visual methods. This method allows teachers to directly demonstrate correct dribbling techniques, allowing students to understand the movements through observation before practicing (Febri & Abdul, 2020). By seeing concrete examples from teachers, students more easily grasp details of movements, such as foot position, ball control, and direction of movement. Students tend to grasp material more easily when given direct examples rather than through explanation alone. Therefore, the demonstration method is considered relevant because it aligns with students' developmental characteristics. In football learning, the application of this method is considered effective because it provides a concrete illustration that makes it easier for students to master dribbling techniques in a focused manner.

This study aims to improve football dribbling learning outcomes using the demonstration method for seventh-grade students of SMP Islam Al-Falah. The novelty of this study lies in the application of the demonstration method in the context of Classroom Action Research (CAR)-based football learning, which allows researchers to conduct evaluation and reflection in each learning cycle (Luluk, 2024). CAR provides an opportunity for teachers to evaluate the learning process and adjust methods to be more effective in improving student learning outcomes. This research is expected to make a real contribution to improving the quality of physical education learning, particularly in mastering football dribbling techniques.

## METHODS

This type of research is classroom action research, conducted in the classroom with the aim of improving football skills using coercive methods. The flow of classroom action research includes planning, implementation, observation, and reflection.

The population of this study was 11 male and female students of grade 7 of SMP Islam Al-Falah. The sampling technique used was total sampling, which is sampling using the entire population. Therefore, the sample used was 11 seventh-grade students of SMP Islam Al-Falah.

The research instrument is a sport search test, which helps identify the potential talent of athletes regularly and measurably. The research instruments used in this study were the Learning Implementation Plan (RPP) learning tools and the football dribbling ability performance assessment rubric.

Data collection techniques in this study were carried out systematically according to the stages of classroom action, namely planning, implementation, observation, and reflection. The techniques used included observation, learning outcome tests, and documentation.

The analysis used in this study is to calculate the number of scores that can be achieved by students using the formula:

$$\frac{\text{Scores obtained}}{\text{Maximum score}} \times 100\%$$

This research is said to be successful if students achieve a score of  $\geq 75$ , according to the Minimum Competency Minimum Competency (KKM) for the Physical Education and Health subject for class VII of Al Falah Islamic Middle School in dribbling skills.

**Tabel 1.**  
Dribbling Skill Category Intervals

No	Interval	Category
1	85 - 100	Excellent
2	70 - 84	Good
3	55 - 69	Fair
4	< 55	Poor

The formula used to determine classical completeness is as follows:

$$\text{Ketuntasan (\%)} = \frac{\text{Number of students who completed}}{\text{Total number of students}} \times 100\%$$

**Table 2.**  
Classical Completion Criteria

No	Classical Completeness	Criteria
1	< 75%	Incomplete
2	$\geq 75\%$ .	Complete

## RESULTS AND DISCUSSION

### Result

In Cycle I, assessment results showed that 8 students (73%) achieved scores above the Minimum Completion Minimum (KKM), while 3 students (27%) did not achieve the KKM. Although most students showed improvement, some still lacked a proper understanding of dribbling movements, such as foot position when dribbling and ball control.

Research data from Cycle I indicated that most students had not achieved learning completion. Of the 11 students assessed using the dribbling technique performance rubric, only 4 students were deemed to have completed the task. Seven students were deemed to have not yet completed the task. Based on the score interval, 1 student was categorized as "Good," 6 students were categorized as "Fair," and 4 students were categorized as "Very Good." However, although several students were categorized as "Good," they were still categorized as "Not Complete" because their scores did not meet the KKM standard of 75.

In Cycle II, there was a significant improvement in learning outcomes. Of the 11 students, 10 were deemed to have completed the task, and only 1 student was deemed to have not completed the task. Based on the interval category, most students achieved the "Very Good" and "Good" categories, namely 6 students in the "Very Good" category, 4 students in the "Good" category, and 1 student in the "Fair" category. This increase indicates that the actions taken by using the application of the demonstration method in learning dribbling techniques have a positive impact on improving student learning outcomes, both individually and as a class.

**Table 3.**

Recapitulation of Classical Completion Percentage (%)

Cycle	Not Completed	Completed	Number of Students	Classical Completion (%)
Cycle I	7	4	11	36%
Cycle II	1	10	11	90%

In cycle II, students showed improvement in their dribbling skills after the demonstration method was implemented. Of the 11 students assessed, 10 obtained scores of  $\geq 75$ , thus all were declared individually successful. This means that the classical learning achievement was also 100%, in accordance with the indicators of success of the actions established in this study.

### Discussion

Based on the results of the research conducted over two cycles, there was an improvement in student learning outcomes in dribbling skills through the application of the intensive method. In Cycle I, the number of students achieving learning completion was still low, with only 4 out of 11 students (36%), while 7 students (64%) did not achieve the Minimum Completion Criteria (KKM) score of 75. This indicates that despite the implementation of the freezing method, students' understanding and skills in dribbling techniques were still suboptimal.

Based on the score interval categories in Cycle I, most students were in the "Sufficient" category, with only a few in the "Very Good" or "Good" categories. However, the interval categories do not always indicate learning completion, as students were still considered incomplete if their scores did not meet the KKM.

After reflection and improvements in Cycle II, including more focused technique reinforcement and direct feedback during practice, student learning outcomes improved significantly. In Cycle II, 10 of the 11 students were declared to have completed the task with a 90% completion rate, while only 1 student (9%) had not yet achieved completion. Based on the interval scores, most students were in the "Good" and "Very Good" categories.

The increase in classical completion from 36% in Cycle I to 90% in Cycle II indicates that the baking method was effective in improving students' dribbling skills. These results also demonstrate that the actions taken successfully achieved the indicators of success in this classroom action research.

### CONCLUSION

Based on the results of the classroom action research conducted over two cycles, it can be concluded that the demonstration method was effective in improving football dribbling learning outcomes for seventh-grade students at smp Islam Al-Falah. In the first cycle, only four out of eleven students (36%) achieved scores above the Minimum Completion Criteria (KKM), which was 75. After corrective actions in the second cycle, the number of students completing the task increased to 10 out of 11 (90%). This indicates

a 54% increase in classical completion. Furthermore, the student learning outcomes category experienced a significant change, from being dominated by "Sufficient" to being dominated by "Good" and "Very Good" in the second cycle. This indicates that the demonstration method facilitates students' understanding and practice of dribbling techniques through direct observation and imitation.

As a recommendation, physical education teachers are advised to actively use demonstration methods in teaching motor skills, particularly in football. Future research is expected to involve more subjects, examine other football techniques, and be conducted at various levels of education.

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