

The Student Perception of Football Dribbling Learning Development at SMA Negeri 3 Musi Rawas Utara Regency

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Abstract: This study aims to determine students' perceptions of physical education learning models through games based on (1) Perceptions of football dribbling learning knowledge, (2) Perceptions of teacher teaching styles, (3) Perceptions of the media used are easy to use, (4) Perceptions of interest in learning football dribbling, (5) Perceptions of the need to develop football dribbling learning models. This research is descriptive quantitative research. The results of this study showed that (1) Perception of football dribbling learning knowledge obtained a score of 87.15% in the very good category, (2) Perception of teacher teaching style obtained a score of 74.35% in the good category, (3) Perception of the media used is easy to use obtained a value of 86.67% in the very good category, (4) Perception of interest in learning football dribbling obtained a value of 93.72% in the very good category, (5) The perception of the need to develop a learning model of basic football dribbling techniques obtained a score of 100% in the very good category, which means that students agree if the development of football dribbling learning. The results of this study show that students' perceptions of the development of football dribbling learning in Senior High Schools in North Musi Rawas Regency are positive, for that it is necessary to develop football dribbling learning.

Keywords: Football Dribbling, Learning, Student Perception

A. Introduction

The game of football in its current form has gone through a very rapid development process, both in terms of organizing rules and the training system that is run. However, this sport of football is an enigmatic sport, for example, where it came from and who created it, it seems difficult to obtain. But the country that gets the honor as the forerunner of the birth of modern football is England. Football is a very popular sport in Indonesia and even throughout the world. Almost all men from children, adolescents, youth, parents have done football although the purpose of doing this sport varies, some are just for recreation, to maintain fitness or just channel hobbies/fun (Irianto, 2011). Football is a game carried out by two different teams, with a composition of eleven players on the field. Where each team tries to win and score

goals against the opponent. In the sense of football, then this game involves the movement of physical, mental, gross motor and fine motor elements, and is built with solid team strength.

The movement of all these elements is done to keep the movement of the ball dynamic and cross the goal line. The ball used in the game is oval-shaped, where every movement is done by each player using his feet and only the goalkeeper (goalkeeper) can touch the ball using his hands. Football is a sport that has long been developed and popular in Indonesia which has become one of the most popular sports by the people of Indonesia. This is proven by the number of clubs in Indonesia and the large number of spectators in every Indonesian league match. Football is capable of being a bond of unity and unity. That is, football is not just a game sport, but also a sport of nationality and pride. The precepts of Pancasila are integrated in football activities. The values of divinity, humanity, unity, populists, and justice are reflected in every preparation, training, match, and daily life activities of the players (Sembada & Prasetyo, 2020).

Football refers to a game played by two different teams, with a composition of eleven players on the field. Football is a team game sport that demands teamwork (Tarju & Wahidi, 2017). So, the success of a team is not only determined by one player, but depends on the cooperation of players in one team. Where each team tries to win and score goals against the opponent. The game of soccer is one of the most popular sports in the world today. Football has undergone changes and developments from simple and primitive forms to become modern soccer games that are very popular and liked by many young parents, children and even women (Taufiqurriza, 2012).

The game of soccer is accepted as an interesting, cheap and simple game sport that can be done anywhere and anytime. This sport seems to be a forum of unity for all nations in the world which incidentally have diverse backgrounds. In today's era of globalization with the development of science and technology that is increasingly advanced, football games are not only used as entertainment media that can be used as fun and as a medium to melt the right atmosphere for any conversation, but football sports have led to as a medium of education and the highest achievement (Ginanjar et al., 2015). In addition, through the game of soccer we expect in children will grow and develop the spirit of *competition, cooperation, social interaction, and moral education* (Timo, 2005). The aspects that are directly related to achieving achievements are not only understanding related to the rules but the most important are the player aspect, the quality aspect of training, and the environmental aspect. The dominant aspect of these three aspects is the aspect of the player himself, including talent, motor ability, physical ability, mental or socio-psychological qualities of the player, as well as the emotional aspect of the player. Therefore, soccer is a sport that guides the game to have good mental state abilities.

The mental aspect is a very important aspect that is needed in almost all sports. To improve maximum performance not only requires physical ability, technique, tactics, or strategies, but mental training plays an important role to produce good mental health (Mardhika & Dimiyati, 2015). If the technical and mental aspects can be fulfilled, then achievements can definitely be obtained because the technical and mental aspects are much related.

Dribbling plays an important role in the game of football (Gumantan & Mahfud, 2018). Dribbling skills absolutely must be learned and mastered by all football players without exception. Those skills are acquired through a long and continuous process of practice. The dribbling technique according to (Chapman, 2012) is a player who has the ability to protect the ball, but they do not have the option to kick directly into the goal or pass to teammates to maintain possession of the ball players must be able to move with the ball to directly kick the ball into the goal or until the opportunity to pass arises, this is called dribbling. This is corroborated by (Sudharto et al., 2020) who said that *dribbling* is running while carrying the ball and trying to beat or pass defenders. Dribbling learning techniques in schools are also included in physical education learning where physical education learning has a uniqueness that can improve aspects that are in the affective and cognitive areas (Aguss, 2020). Mastery of motion in dribbling learning needs to be accumulated with learner-centered learning with physical activity in learning complex motor skills initially into a simplified form, with the aim of making it easier to understand the movements to be performed (Lanos & Lestari, 2019).

The relationship between football and education is very close, this can be seen from the existence of a big ball learning subject, namely football which is also poured into physical education. With the existence of physical education, the development of football sports spread to the sports coaching of students in schools with the existence of football clubs that were created, especially at the high school level, and the club is one of the extracurricular activities at school. Football extracurricular activities are school activities carried out outside of class hours with the aim of deepening and expanding knowledge, increasing achievement, channeling interests, and talents and completing efforts to develop a whole person. This is reinforced by (Zhang et al., 2013) extracurricular activities.

The results of observations made at SMAN 3 Musi Rawas Utara the facilities owned by the school are sufficient. However, during the lesson, especially in dribbling techniques, students understand mastery of motion, lack of ball control, the ball rolls too far from the foot and is out of reach, the ball is tucked between the feet when dribble. Student interest in learning is low so that dribbling learning is not optimal. Based on these problems, the lack of ability to master *soccer dribbling in students will affect student achievement and ability to perform dribbling techniques. Poor dribbling in*

supporting the game of football, which results in a decrease in self-confidence and motivation in playing (Sandi et al., 2009).

Based on these problems, the lack of mastery of *football dribbling in students will affect student learning outcomes in doing dribbling techniques. Poor dribbling* in supporting the game of football, which results in a decrease in self-confidence and motivation in playing (Sandi et al., 2009). So, in the study, researchers wanted to know the perception of students if the learning model was developed for football dribbling learning.

B. Methods

This research is descriptive quantitative research. This research was conducted at SMAN 3 Kabupaten. The subjects of the study were 50 students. Research used in the form of questionnaires contains a number of questions that must be answered by respondents (Maskum, 2008). The results of the research data are based on (1) Perception of football dribbling learning knowledge, (2) Perception of teacher teaching style, (3) Perception of the media used is easy to use, (4) Perception of interest in learning football dribbling, (5) Perception of the need to develop a football dribbling learning model. The data results from the filled questionnaire are then presented based on (Sugiyono, 2008).

Table 1. Category of Students' Perception

Percentage	Category	Explanation
1 80-100%	Very Good	Can be used without revision
2 61-80%	Good	Can be used with minor revisions
3 41-60%	Middle	Not suitable for use it is recommended not
4 21-40%	Weak	Can not be used
5 0-20%	Very Weak	Can not be used

C. Results and Discussion

Data analysis of the results of the study was obtained based on questionnaires distributed to students with four indicators using the Guttman scale with the results of calculating the frequency of answers, the average value was (1) Perception of football dribbling learning knowledge obtained a score of 87.15% in the very good category, (2) Perception of teacher teaching style obtained a value of 74.35% in the good category, (3) Perception of the media used is easy to use obtained a value of 86.67% in the very good category, (4) Perception of interest in learning football

dribbling obtained a score of 93.72% in the very good category, (5) Perception of the need to develop a learning model of basic football dribbling techniques obtained a score of 100% in the very good category, which means students agree if the development of football dribbling learning.

Learning is influenced by teacher teaching skills to facilitate student learning both directly and indirectly (Alwiyah & Imaniyati, 2018). Proper learning design greatly influences students in mastering dribbling motion skills. It is necessary to know students' perceptions of the development of a learning model for football dribbling. This indicator in the success of basketball dribbling learning requires teacher intelligence in learning innovation in schools. This must also be supported by applying various approaches, teaching styles, appropriate teaching methods, including the carrying capacity of adequate learning facilities and infrastructure. Given the importance of adjusting football dribbling learning, especially soccer learning to student characteristics, learning equipment, and learning resources.

Based on the above, it can be concluded that students' perception of the development of high school level football dribbling learning in Musi Rawas Regency is positive.

D. Conclusion

Student perceptions of the development of football dribbling learning have a positive and more meaningful impact. This shows that students are highly motivated and enthusiastic about learning differently than before. Football dribbling learning can be done more energetically by involving modified facilities and infrastructure by involving students in active and fun learning.

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