

Students' Perception of the Game of Football in Physical Education Learning at the Junior High School Level of Pemulutan Sub-District

Yusuf Alhamdani¹, Putri Cicilia Kristina¹, Siti Ayu Risma Putri¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: yusuf.2022152046.students@univpgri-palembang.ac.id

Abstract: This study aims to determine students' perceptions of football games in physical education learning at the junior high school level. Based on (1) students' perception of knowledge about the game of soccer, (2) perception of the teacher's teaching style, (3) perception of the media used is easy to use. This research is descriptive quantitative research. The results of this study showed that (1) students' perception of knowledge about the game of soccer obtained a score of 86.7% with a very good category, (2) the perception of the teacher's teaching style obtained a score of 82.50% with a good category, (3) perception of the media used obtained a value of 80% with a good category, (4) Student perceptions of the need for the development of football game models in physical education learning obtained a score of 95% with a very positive category. The results of this study show that students' perceptions of the development of football games in physical education learning at the junior high school level are positive, for that it is necessary to develop football games in physical education learning in order to create innovative and varied learning.

Keywords: Football, Physical Education, Students' Perception

A. Introduction

Physical education, sports and health are essentially an educational process that utilizes physical activity to produce holistic changes in individual quality both in terms of physical, mental, and emotional (Aguss, 2020). Physical education, sports and health learning focuses more on physical activities, in order to form students who have health, fitness, and skills in various physical activities without forgetting cognitive and affective aspect (Santoso, 2009) Nevertheless, there is one peculiarity and uniqueness of physical education, sports and health that other educational programs do not have, namely in terms of the development of the psychomotor area, which is usually associated with the aim of developing the physical fitness of the child and the achievement of his movement skills.

Physical education learning requires good learning management from physical education teachers which includes: management of teaching material presentation, teaching assignment management, environmental management and learning atmosphere. Physical education and health are a part of education that prioritizes

physical activity and the development of mentality, attitudes and actions of healthy living through a process of physical activity, which is designed and arranged systematically, to stimulate growth and development, improve physical abilities and skills, intelligence in character formation, and positive attitude values for every citizen in order to achieve educational goals (Aenon et al., 2020).

The implementation of the physical education learning process in schools, teachers always face students with different levels of proficiency/intelligence, attention, interest, talent or readiness to receive different lessons. The movement will always be found in daily activities including when carrying out activities in physical education at school. If students have good basic movement skills, it will encourage their consistency patterns in doing physical activity (Kurniawan, 2018) One of the physical education learning materials that students like and like, especially at the First Junior School level, is the game of football. The goal of the soccer game is that players put as many balls as possible into their opponent's goal and try to keep their own goal, so as not to concede (Hasbullah, 2020). The game of soccer is accepted as an interesting, cheap and exciting 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 (Ginancar et al., 2015) The development of science and technology that is increasingly advanced makes the game of soccer not only used as a medium of entertainment that can be used as fun and as a medium to melt the right atmosphere for any conversation, but the sport of football has led to a medium of education and the highest achievement.

Physical freshness is a manifestation of a person's functional loyalty to do a certain job with good or satisfactory results (Wirnantika, et al., 2017). Therefore, physical freshness is used as a health parameter and a measure of maximum aerobic strength and Cardiorespiratory freshness of a person (Gumantan & Fahrizqi, 2020). Meanwhile, according to (Nuryadi & Rahmawati, 2018), physical freshness is part of the process of fostering physical condition. Physical condition is one of the main elements in coaching sports achievements. For this reason, good knowledge of coaching and physical condition training is needed. Physical activity that is carried out regularly will affect a person's physical freshness.

In learning soccer, students must also be able to master the technique in doing soccer games. The ability of students to play the ball will greatly help their performance in playing soccer while learning. Therefore, every student must carefully study the elements of technique with the ball. With a good mastery of basic techniques, students can perform games that stand out collectively and individually. Not only mastering it, but it is necessary to do continuous learning.

Cognitive skills include the development of knowledge and understanding, and the ability to apply learned information in new situations (Albertin et al., 2018). This study explores the relationship between primary school physical education and physical activity as sites for the practice of physical activity of Irish primary school children Understanding how children make connections (Parker & Melissa, 2018).

Based on curriculum 3.1 Understand the concept of specific motion in various simple and/or traditional big ball games, 4.1 Practice specific motion in various simple big ball games. Basic movement learning by the teaching teacher in junior high school is carried out in accordance with the competency standards and basic competencies of a learning material and begins to be taught since students are still grade VII. Learning carried out by teachers requires a varied and interesting game model, which supports in improving students' basic techniques in the game of soccer. Thus, it is necessary to conduct a preliminary study to determine students' perceptions related to learning the game of soccer at the junior high school level.

B. Methods

This research is descriptive quantitative research. This research was conducted in the junior high school of Pemouthan District, Ogan Ilir Regency. The subjects of this study were 30 students. Research used in the form of questionnaires contains a number of questions that must be answered by respondents (Maksum, 2008). The results of the research data are based on (1) students' perceptions of knowledge about the game of football, (2) perceptions of teachers' teaching styles, (3) perceptions of the media used are easy to use, (4) students' perceptions of the need to develop football game models in physical education learning. The results of the data from the filled questionnaire are then presented with (Sugiyono, 2015) the formula used to process the data is as follows:

$$P = (X: Xi) \times 100\%$$

Explanation:

P : Percentage of evaluation results on trial subjects

X : The number of score answers by the test subject.

Xi : The maximum number of answers in the assessment by the test subject.

100% : Constant

To facilitate conclusions on the results of the analysis of the percentage level of attractiveness and convenience of product development, classification criteria are set.

Table 1. Percentage Category

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

C. Results And Discussion

Analysis of research data 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 score was based on (1) students' perception of knowledge about the game of soccer obtained a score of 86.7% with a very good category, (2) the perception of the teacher's teaching style obtained a score of 82.50% with a good category, (3) perception of the media used obtained a value of 80% with a good category, (4) students' perception of the need to develop a football game model in physical education learning obtained a value of 95% with a very positive category. which means students agree if a football game model on physical education learning is developed.

Based on the foregoing, it can be concluded that students' perceptions of football game development in physical education learning are of positive value. The learning approach through games will help students transfer the knowledge that will be provided by the teacher more fun and more interactive (Lanos et al., 2021). Football as one of the big ball game materials will later be applied in the learning process of health educators, but in the form of the game will be packaged which minimizes such things both in infrastructure and field facilities that will be used for learning in schools (Aguss, 2020). This learning is also carried out directly between students and teachers in the transfer of knowledge, direct learning can be defined as a learning model where teachers transform information or skills directly to students (Afandi, 2016). This can increase perception and enthusiasm in learning so that students in learning football.

D. Conclusion

Student's perceptions of the learning model of the game of soccer in physical education learning to be developed are positive and more meaningful. This shows that students understand the main concepts and needs in learning through innovative and fun games with elements of soccer learning that are tailored to student characteristics. Based on this, the soccer game learning model can answer obstacles regarding students' difficulties in learning soccer games.

E. Acknowledgment

We express our deepest gratitude to the teachers and students of Junior High School level the Chancellor of the PGRI Palembang University, the Director of the Postgraduate Program at the PGRI Palembang University and the Physical Education Study Program at the PGRI Palembang University, who have supported us in doing extraordinary things. this is usual. This research is independently funded. We also

want to thank our Physical Education friends who helped us a lot in the short time to complete this research.

References

- Aenon, N., Iskandar, I., & Rejeki, H. S. (2020). Factors That Influence Low Physical Education Learning Achievement. *Jurnal Ilmu Keolahragaan*, 3(2), 149. <https://doi.org/10.26418/jilo.v3i2.42965>
- Albertin, E. S., Miley, E. N., May, J., Baker, R. T., & Reordan, D. (2018). The Effects of Hip Mobilizations on Patient Outcomes: A Critically Appraised Topic. *Journal of Sport Rehabilitation*, 28(4). <https://journals.humankinetics.com/view/journals/jsr/28/4/article-p390.xml>
- Aguss, R. M. (2020). Development of a Batok Shoe Game Model for Learning Football for Physical Education, Sports and Health for Elementary School Students. *SPORT-Mu: Jurnal Pendidikan Olahraga*, 1(01), 43-53. <https://doi.org/10.32528/sport-mu.v1i01.3052>
- Ginanjar, M., Yusup, U., & Hermanu, E. (2015). The Saturation Level of Early Athletes in Training Basic Technical Skills Using the Drill Method in The Sports of Football. *Journal of Sports Coaching*, 7 (1), 86-98.
- Gumantan, A., & Fahrizqi, E. B. (2020). The Influence of Fartlek and Cross-Country Training on Vo2Max of Futsal Athletes, Indonesian Technocrat University. *SPORT-Mu: Jurnal Pendidikan Olahraga*, 1(01), 1-9
- Hasbullah. (2020). The Influence of Agility Training on the Ability to Lead Soccer Players of the Leparissa Amalatu Club, West Seram District. *Journal of Physical Education, Health and Reaction Maggurebbe*, 1 (1). <https://doi.org/10.30598/mangurebevol1no1page32-36>
- Kurniawan, R. (2018). Basic Movement Analysis of Children Aged 6-7 Years. *JPUD - Jurnal Pendidikan Usia Dini*, 12(2), 311-320. <https://doi.org/10.21009/jpud.122.12>
- Lanos, M. E. C., Lestari, H., Putri, S. A. R., Iswana, B., Okilanda, A., Dwiansyah, D., & Festiawan, R. (2021, September). Effectiveness of Interactive Multimedia Supported Physical Education Using Jurus Tunggal Tangan Kosong in the New Normal Era. In "4th International Conference in Health Sciences (ICHS)". <https://doi.org/10.13189/saj.2023.110201>
- Maksum, A. (2008). Quality of Physical Education Teachers in Schools: Between Expectations and Reality. *Fakultas Ilmu Keolahragaan*
- Afandi, M. (2016). *Learning Models and Methods in schools*. UNILA press
- Nuryadi, N., & Rahmawati, P. (2018). Student perceptions regarding the application of the project-based learning model in terms of creativity and student learning outcomes. *Jurnal Mercumatika: Jurnal Penelitian Matematika dan Pendidikan Matematika*, 3(1), 53-62. <http://dx.doi.org/10.26486/jm.v3i1.656>.

- Parker, M., MacPhail, A., O'Sullivan, M., Ní Chróinín, D., & McEvoy, E. (2018). 'Drawing' conclusions: Irish primary school children's understanding of physical education and physical activity opportunities outside of school. *European Physical Education Review*, 24(4), 449-466. <https://doi.org/10.1177/1356336X16683898>
- Santoso, N. (2009). Physical Education in High Schools: Between Hope and Reality. *Indonesian Journal of Physical Education*, 6 (2), 1-9
- Sugiyono. (2015). *Educational Research Methods*. Bandung: Alfabeta
- Wirnantika, I., Pratama, B. A., & Hanief, Y. N. (2017). Survey of Physical Fitness Levels of Class IV Students at SDN Puhrubuh I and MI Mambaul Hikam in Kediri Regency 2016/2017 Academic Year. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 3(2), 240-250. https://doi.org/10.29407/js_unpgri.v3i2.11898