



THE EFFECT OF PEER TEACHING LEARNING MODEL ON FOOTBALL SKILLS

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Abstract

This study aims to determine the comparison of two programs, namely the teaching model of peer teaching and direct learning of soccer playing skills at SMAN 1 Majalaya. The method used in this research is experiment. The population used in this study was SMAN 1 Majalaya, a sample of 36 students taking part in extracurricular activities. The research instrument used was the GPAI skills test. So it can be concluded that the use of the program has a significant effect on football skills at SMAN 1 Majalaya.

Keyword:

Learning Model, Peer Teaching, Soccer Skills

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Introduction

Football is the most popular game sport in the world. Entering the 21st century, this sport has been played by more than 250 million people in 200 countries. Football is played by two teams, each consisting of 11 core players and several reserve players. The goal of the game is to score as many goals as possible by entering the ball into the opponent's goal. Otherwise this is in line with the opinion of Hendi (in Aprianova & Hariadi, 2016, p. 63) which states that, "Football is one of the most popular sports in the world. The sport is played by two teams of eleven players. Because it consists of eleven players, a football team is often called a team of eleven (kesebelasan). Meanwhile, according to Aprinova and Hariadi, (2016, p. 63), "Football is a sport that has been favored by many people, this sport is classified as an inexpensive sport because it only requires a field, soccer shoes, ball, and football uniform". From some of the opinions above, it can be concluded that football is a popular game sport because it is favored by various groups of people and is classified as a cheap sport because it only requires a field, soccer shoes, ball, and soccer uniform. The biggest football championship in the world is the world cup organized by the Federation Internationale de Football Association (FIFA).

There are several factors both internally and externally that affect the game of football. Internal factors are factors that come from within a player which includes the physicality of a footballer who must always maintain his stamina to stay fit in every match as well as the basic techniques of playing good football by being disciplined in every exercise. In addition to the basic techniques that must be mastered and can be done quickly, precisely, flexibly, and smoothly by every football

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player, his team must also have reliable tactics to win a match. According to Syarifudin and Munadi (1992, p. 158), "tactics are a plan that is arranged regularly and systematically that involves all elements in the game of football in an effort to win a match". Tactics in football games that are commonly used include arranging patterns or forms of player composition, both in attack and in defense.

While external factors, namely factors that influence from outside the player, such as facilities and infrastructure that support and support starting from the field, ball, soccer game equipment that has special standards. This is in accordance with some of the opinions of experts below.

A soccer field has a rectangular shape. Herdiansyah and Nurasyifa (2010, p. 21) suggest that the size of a football field varies, in general a football field has a size: 90 – 120 m (100 – 130 yards) long, 45 – 90 m (50 yards) wide. – 100 yards). However, for international matches, the field used must have a size: 100 – 110m (110 – 120 yards) long and 64 – 75m (70 – 80 yards) wide.

In addition, Herdiansyah and Nurasyifa (2010, p. 25) stated, "The ball that is used for soccer games, of course, follows the history of the development of football itself. Since the birth of the game of football several hundred .B.C years ago to modern football".

The football team playing on the field is generally led by a captain, which is one of the 11 players appointed by the coach. In the selection of team captains, the team captains were not chosen at random but took into account several aspects, this is in accordance with the opinion of Herdiansyah and Nurasyifa (2010, p. 27), "Team captains are generally chosen from players who have a level of maturity on and off the field, as well as their ability to communicate with his team members."

In addition to the field, ball, and teams that have special provisions, each player on the team must also use equipment commonly used in soccer games including costumes (including short shirts, shorts, and socks), soccer shoes, shin guards, and gloves (for goalkeepers).

In the game of costume football, it is important to distinguish between team A and team B, the costumes also do not have specific rules as expressed by Herdiansyah and Nurasyifa (2010, p. 29) "For short shirts, there are no specific rules as long as they can to be a sign that distinguishes it from other clubs, the costume is considered valid. It is recommended to use cotton material so that it can easily absorb sweat." Players are required to wear shorts, there are no special rules. If you wear bicycle pants, the color must be the same as the shorts. A new exception was made to the goalkeeper, he was allowed to wear trousers. The color of the costume must be distinguished from the color of the costumes of other players after the referee. Socks must be worn in matches. Socks are needed to protect the feet and make it easier to put on the shin guards. The maximum length of socks is 50 cm but there are no specific rules regarding material or color. But usually all players in a team use socks of the same color and match the colors of their shirts and pants.

The of soccer shoes game is needed to support the qualities possessed by players, and for shoes there are no special rules. "The soccer shoes used do not have special rules or must be of a certain brand, the important thing is that the shoes are comfortable to use in matches, so that these shoes can support the quality of the player's kicks". (Herdiansyah & Nurasyifa, 2010, p. 30).

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The next thing is a shin guard or what is commonly called a decker which is a tool that must be used in soccer games to protect the shin when there is an impact during a football game. This is in accordance with the opinion of Herdiansyah and Nurasyifa (2010, p. 31) that, "The shin guards are useful for protecting the feet from hard impacts. When wearing it, the shin guards are covered by socks. The material for this protective equipment is expected to be made of rubber and the like." Thus for the shin guards other suitable materials are also permitted provided that they provide safety for the shins.

Gloves (for goalkeepers) In soccer games, a goalkeeper or goalkeeper is required to wear special goalkeeper gloves to avoid injury when holding the ball, this is in accordance with the opinion of Herdiansyah and Nurasyifa (2010, p. 32) "The size of the gloves used by the goalkeeper up to 20 cm. Besides functioning as a reducer for the risk of injury, goalkeeper gloves or gloves can also make ball catches stickier.

In learning physical education at school, football is one of the materials in the big ball game curriculum, such as volleyball and basketball. When talking about football, it is the game that is most liked by students because of the way it is done and in terms of the rules that are not too complicated. However, this sometimes becomes less than optimal due to inadequate facilities and infrastructure from schools and the provision of learning models that are not suitable for football games which causes the basic skills of playing football to be very low.

According to Metzler (2000, p. 159), "There are 7 instructional learning models for physical education, namely Direct Instruction Personalized System for Instruction (PSI), Cooperative Learning, namely cooperative learning models, The Sport Education Model, Peer Teaching Model, Inquiry Teaching, The Tactical Games Models". Of the seven learning models described by Metzler above, all of them have their respective advantages and disadvantages that can be adapted to the situation that occurs in the field.

One model that is considered suitable for football learning is the peer teaching learning model. Metzler (2000, p. 288) states that:

The peer teaching model is based on an accepted trade-off to help reduce the problem of too little teacher observation of practice attempts and limited feedback received by students. Actual student opportunity to respond in class is for all intents cut in half in the peer teaching model, since each student spends approximately half of the activity time as a tutor and half of the activity time practicing as a learner.

This means that peer teaching is based on skills to help reduce the problem of teacher observation of practical effort and limited feedback received by students. In fact, students' opportunities to respond in class to all intents are cut in half in the peer-teaching model, because each student spends about half of the activity time as a tutor and half of the activity time practicing as a student. Meanwhile, Juliantine (2015, p.170) suggests that, "The peer teaching model is a learning model using an approach where a child explains a material to other friends who are on average the same age, where the child who explains this has more knowledge than another friend." From this opinion, it can be concluded that the peer teaching learning model is a learning model where the learning process is carried out between peers and one friend whose ability is more than other friends teach other students.

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According to Juliantine, T et al (2015, pp. 179-180), the advantages of the peer teaching learning model include, "Building a spirit of collaboration, increasing student learning motivation, improving the quality and learning process, increasing student social interaction in learning, encouraging students to think high level, develop skills to work in groups, increase the sense of responsibility for self-study". The weaknesses of the peer teaching learning model according to Juliantine, T et al (2015, pp. 179-180) are as follows.

Requires very strict teacher attention, requires a relatively long time, if students do not know the relevant knowledge base then this model becomes ineffective, possibly dominated by students who like to talk, are smart or want to stand out, not all teachers really understand the way each student works in groups, needs to be modified to suitably applied to elementary school students (this technique is usually applied at pt)

Based on the background explanation above, the problem of this research is that the learning model used by a teacher is not suitable, so that the students' soccer playing skills are lacking. Therefore, the author will try to investigate further about the problems that have been described above and will conduct a study entitled: The Effect of Peer Teaching Learning Models on Students' Soccer Skills at SMA Negeri 1 Majalaya.

Based on the explanation of the background of the problem above, referring to the title of the research, namely: The Effect of Peer Teaching Learning Model on Soccer Skills. The author formulates the problem in the research as follows:

1. Does the peer teaching learning model affect students' playing skills in learning football games at SMA Negeri 1 Majalaya?
2. Does the direct learning model affect students' playing skills in learning football games at SMA Negeri 1 Majalaya?
3. Is there a difference in the effect of the peer teaching model with the direct learning model on students' playing skills in learning football games at SMA Negeri 1 Majalaya?

Methods

The method used in this research is the experimental method. The experimental research method is a method used to obtain the effect of the treatment that has been given to the variables studied, this is in accordance with the opinion of Sugiyono (2012, p. 107) which states that, "The research method used to find the effect of treatment certain to others under controlled conditions". In line with this, Arikunto (2013, P. 9) reveals that "The experimental method is a way to find a cause-and-effect relationship (causal relationship) between 2 factors that is intentionally caused by researchers by eliminating or reducing or setting aside other disturbing factors."

Participant

This research takes place at SMA Negeri 1 Majalaya which is located on Jl. Panyadap No. 2, Panyadap Village, Solokan Jeruk District, Bandung Regency, West Java. The students involved in this study were students from SMA Negeri 1 Majalaya which consisted of 30 people consisting of 15 people in the experimental group and 15



people in the control group. The teachers involved in this research are Physical Education subject teachers.

The student involved in this study was one student of Physical Education, Health and Recreation (PJKR). The basis for considering the selection of student participants in this study is because the person concerned understands and understands the procedures in conducting this research, both in terms of measuring and giving treatment to the sample, on that basis the researchers included these participants in order to assist and expedite the course of this research.

Population & Sample

The implementation of the research requires the existence of a population and a sample. Sugiyono (2014, p. 119) suggests that, "Population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by researchers to be studied and then drawn conclusions". Maulana (2009, pp. 25-26) defines as follows.

1. The whole subject or object of research;
2. The generalization area consisting of subjects or objects that have certain quantities and characteristics determined by the researcher to be studied and then draw conclusions;
3. All data of concern within a certain scope and time;
4. All members of a group of people, events, or other objects that are clearly defined

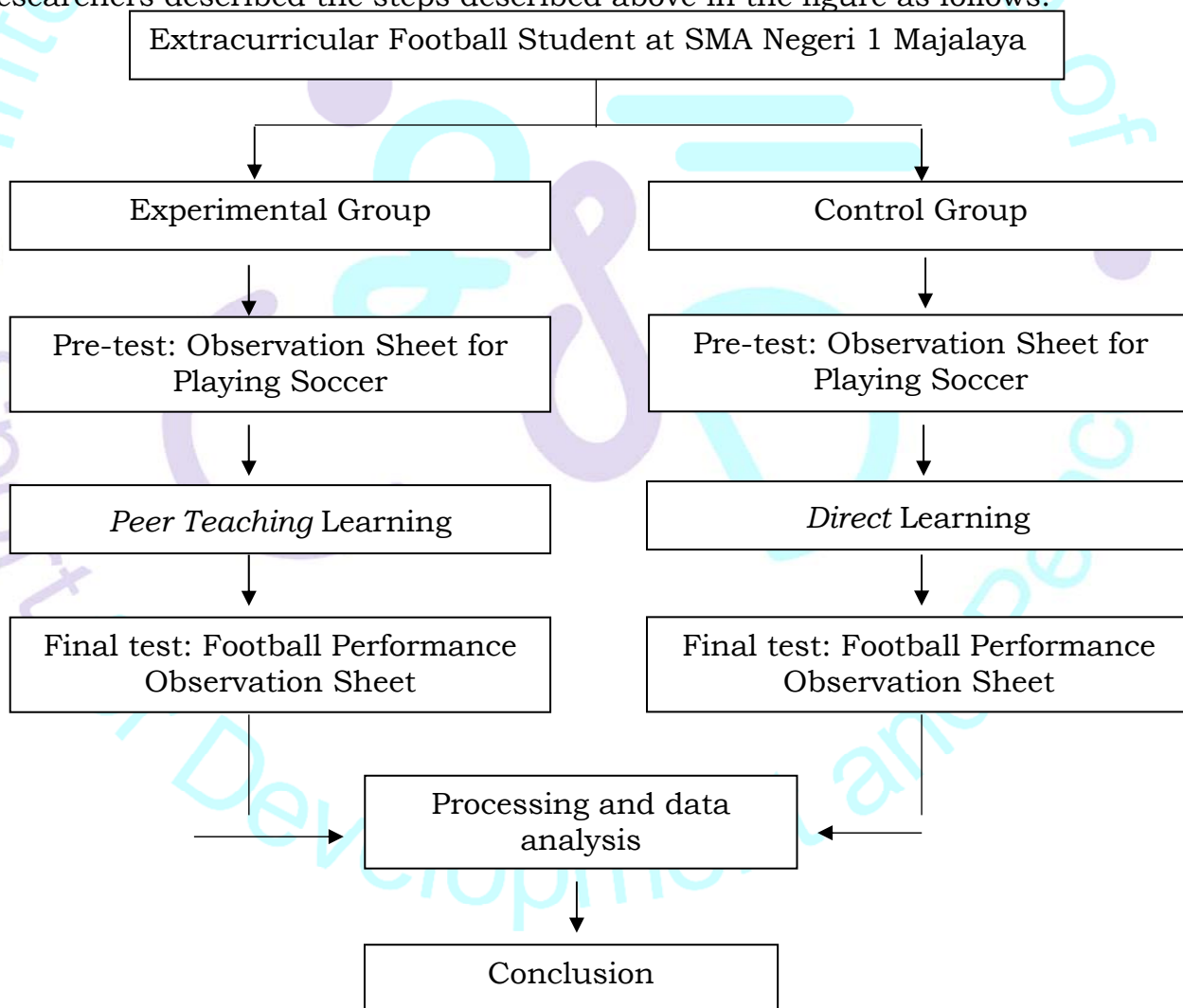
Meanwhile, according to Arifin (2012, p. 201), "Population is the entire object under study in the form of people, objects, events, values and things that happen". From some of these understandings, it can be concluded that the population in research is the entire subject or object to be studied in a study. The population in this study were football extracurricular students at SMA Negeri 1 Majalaya, Bandung Regency, for the 2018/2019 academic year

Researchers who will conduct a study must determine a sample. According to Maulana (2009, p. 26), "The sample is part or representative of the population under study". Thus, it can be seen that the sample is representative of a population to be studied in a study. Experimental research has a minimum number of samples that must be met, which is a minimum of 30 subjects per group. This is in accordance with Gay's opinion (in Maulana, 2009, p. 28), "For experimental research, the minimum sample size is 30 subjects per group". Therefore, the sample of this study was determined by looking for a group with a minimum number of 30 subjects in order to obtain a subject that will be used as research. The sample collection technique in this study was carried out randomly. This was done so that members of the population had the same opportunity to become members of the sample. According to Sugiyono (2014, p. 118) "random sampling is a sampling technique that provides equal opportunities for each element or member of the population to be a sample". The research sample used was football extracurricular students at SMAN 1 Majalaya Bandung Regency for the 2019/2020 academic year totaling 36 people, including 18 experimental groups with peer teaching learning models and 18 control groups with direct learning.



Procedure

The research procedure is a description of the steps that will be carried out in the research. These steps aim that the research to be carried out goes according to the research plan and flow and is adjusted to the research design that will be used. The steps in this study are determining the population, namely students at SMA Negeri 1 Majalaya, then determining the sample from the population, namely students with a total of 36 people from football extracurricular which is determined through random sampling technique, then determining the experimental group and control group, after it conducted an initial test or pre-test to both groups, namely the experimental group and control group, gave treatment, namely the peer teaching learning model in soccer learning to the experimental group, after that carried out a final test or posttest to both groups, namely the experimental group and control group. analysis of data from the results of the initial test (pretest) and the final test after the final test (posttest) of the two groups and seen the comparison and draw conclusions from the results of data analysis. To facilitate the course of the study, the researchers described the steps described above in the figure as follows:



Data Analysis

Data analysis technique is a way to find meaning from data that has been collected by researchers. The raw data obtained through the pretest and post-test processes

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are meaningless if they are not analyzed by the researcher. This is in accordance with the opinion of Nazir (1998, p. 405) which states that "Data analysis is a very important part of scientific research, because with analysis, the data can be given meaning and meaning that is useful in solving research problems". This means that by using data analysis, research can seek the truth of the research hypothesis.

The data analysis technique used to analyze the research data that has been collected. The analysis process is carried out using the SPSS program (Statistical package for social science) version 16.

1) Descriptifve Analysis

Descriptive analysis is an analysis conducted to assess the characteristics of a data. According to Sugiyono (2013, p. 53) Descriptive analysis is a problem formulation related to the question of the existence of independent variables, either only on one or more variables (independent variables are independent variables, not independent variables, because if independent variables are always paired with the dependent variable.

- a. Finding the average value of each group
- b. Minimum Value
- c. Maximum Value
- d. Finding the Standard Deviation (standard deviation)

2) Normality Test

Normality test aims to determine whether the sample from the population is normally distributed or not and also to determine the type of statistic that will be used next.

3) Homogeneity Test

The homogeneity test tests the similarity of two or more variants, as explained by Abdul Jabar and Darajat (2010, p. 303) that the homogeneity test is a test of the similarity of two or more variants, with the same large variance in a population.

4) T-test

The T-test tests the regression coefficients partially, this test is carried out to determine the partial significance of the role between the independent variables on the dependent variable by assuming that other independent variables are considered constant.

Result

Descriptive Analysis

To be able to provide a general description of the data that has been obtained from the research results, the data is processed and analyzed. The data that has been processed and analyzed is then searched for the minimum value, maximum value, average value (mean) and standard deviation (standard deviation). The following is a table of test statistical data in the control experimental test which is explained in the form of table 4.1.

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Based on table 4.1 below, it was found that in peer teaching the average value (35.89) the standard deviation value (1.9), the maximum value (39) and the minimum value (33). While in direct learning, the average value (33.44) is the standard deviation value (3) the maximum value is (39) and the minimum value is (29).

Table 1. Descriptive Results of Research Variable Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pretest peerteaching	18	33	39	35.89	1.906
pretest directintsruction	18	29	39	33.44	3.034
Valid N (listwise)	18				

Normality test

In this study, the authors analyzed the research data by testing the normality of the data on the activities of the peer teaching and direct learning programs to determine whether the data had a normal distribution or not, namely by comparing the sig or probability value with a value of (0.05).

Table 2. UNormality Test

Homogenitas Direct Intrsruction		
n	pre-test	post-test
	18	18
sig tailed	0,22	0,18
conclusion: the data is normally distributed because the sig value > 0.05		
Normalitas Peer Teaching		
n	pre-test	post-test
	18	18
sig tailed	0,20	0,20
conclusion: the data is normally distributed because the sig value > 0.05		
Normalitas Direct Intrsruction		
n	pre-test	post-test
	18	18
sig tailed	0,20	0,20
conclusion: the data is normally distributed because the sig value > 0.05		

From above, the sig value is (0.20) (0.20)

interruption (0.20) (0.20) > (0.05) So from these results it can be concluded that the data is normally distributed

the table peer teaching obtained at at direct

Homogeneity Test

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In this study, the authors analyzed the research data by testing the homogeneity of the data on the activities of the peer teaching and direct instruction programs. To find out whether the data is homogeneous or not,

Table 2. Homogeneity Test

Homogenitas Peer Teaching		
n	<i>pre-test</i>	<i>post-test</i>
	18	18
sig tailed	0,17	0,12
Conclusion: the data is homogeneous because the sig value > 0,05		

From the data above, it can be seen that the peer teaching group has a sig value (0.17) (0.12) and the direct interruption group (0.22) (0.18) so it can be concluded that the data above is homogeneous.

Discussion

The data of this study were obtained from the results of the football skill measurement test at SMAN 1 Majalaya with the GPAI instrument. This research was conducted in the school field of SMAN 1 Majalaya on Jalan Panyadap No.2, Solokan Jeruk District, Bandung Regency. The pre-test data collection was taken on July 24, 2019, while the post test was taken on August 24, 2019. The subjects of this study were students who took part in extracurricular activities at the school with a total of 36 people, the training or program treatment was given for 12 times meetings with a frequency of 3 times a week have an effect on football playing skills.

a. The Effect of Peer Teaching Model on Soccer Skills

Based on the results of the research from the first hypothesis, it shows that the training program with peer teaching learning on soccer playing skills at SMAN 1 Majalaya provides significant skill abilities. This can be seen from the results of the paired sample t-test showing an average (40.222) std.dev (4.400) t (-38.034) with a sig (0.000) < (0.05).

b. The Effect of Direct Learning Model on Soccer Skills

Likewise with the second hypothesis that direct learning can provide an increase in the ability to play football skills. This can be proven from the average result (39.222) std.dev (4.037) t (-41.216) with a value of sig (0.000) < (0.05).

c. Differences in the Effect of the Peer Teaching Model with the Direct Learning Model on Skills

The third hypothesis shows that there is a difference between peer teaching learning and direct learning as evidenced by the data results obtained by sig values (0.006, 0.006) < (0.05).

Several factors that influence this significantly include:

1. Students are active and enthusiastic about the learning provided.
2. The learning model used improves the quality and learning process
3. The learning model used to develop skills to work in groups

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4. The learning model used improves learning outcomes

From these factors it can be concluded that these four factors are the cause of an increase in students' football skills.

Conclusion

Based on the results of the research and the results of the discussion, it can be concluded as follows.

1. There is an effect of the peer teaching model on students' playing skills in learning football games at SMA Negeri 1 Majalaya.
2. There is an effect of the direct learning model on students' playing skills in learning football games at SMA Negeri 1 Majalaya.
3. There is a difference in the effect of the peer teaching model with the direct learning model on students' playing skills in learning football games at SMA Negeri 1 Majalaya.

Based on the conclusions of the research that has been stated above, it is known that football learning through peer teaching and direct learning of football playing skills in extracurricular activities. Thus, the implication of this research is that physical education teachers or coaches when using peer teaching and direct learning should pay attention to the steps, including forming groups, designing modifications to soccer practice.

Based on the conclusions above, the authors put forward the following suggestions. Peer teaching learning programs and direct learning can be used as alternatives in learning to improve student skills optimally and be able to manage learning to improve student skills and provide motivation. Readers and further researchers in developing further research on this approach must first understand the characteristic of the approach in order to obtain optimal research results and it is better to study more variables. The results of this study can be used where the trainer is on duty later. It can be used as a reference and measurement tool as a model and training approach that has been carried out so far, as well as an effort to encourage the theory that has been developed from the results of this research.

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