

The Effect of Teaching Styles and Motor Ability as The Result of Study Dribbling Football

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Abstract-This study aims to obtain a picture of the effect of independent variables on the dependent variable. It was two independent variables in this research, the teaching style and motor ability. As the dependent variable is the dribbling skill of the students. The method used in this research was an experimental method with 2 x 2 factorial design. Based on the data obtained, the results of hypothesis tested and discussion of research resulted can be concluded: (1) Overall style of teaching self-check is better than the reciprocal teaching style of dribbling football skills; (2) There is an interaction between teaching styles and motor skills to soccer dribbling skills; (3) The self-taught teaching style is better than the reciprocal teaching style of soccer dribbling skills for students with high motor ability; And (4) There is no difference between the reciprocal teaching style and the self-taught teaching style of soccer dribbling skills for students with low motor ability.

Keywords: *teaching style, motor ability and learning result dribbling football*

I. INTRODUCTION

Education is an efforts to expand the humans potentials of the students both the physical potential of the creativity, sense, and the intention, in order that potential to be real and be able function in his life. The basic of education is an ideal of universal human. Education have a purpose to prepare an individual in balance, unity, organist, harmonious, and dynamic to achieve the goal of human life. Physical Education Sport n Health (PJKO) is a process an education systematically conducted through various physical activities, growth of physical, intelligence, and growth of character.

Education at school have a strategic function to expand of human resources and increase the potential of the students themselves. To give birth to quality human resources (HR) and highly competitive required the readiness of all parties to expand untuk mengembangkan physical or physical abilities more effectively. It makes the Physical Education of Sport and Health (PJOK) as a subjects applied at every level of education, including senior high school (SMA) level.

Football material is one of the materials in the subject of physical education in school. Football material is taught to all students starting from class X, XI, up to class XII. The game of football is a game played by two teams who are facing each other, each team consists of 11 people with the purpose of scoring as much as possible into the opposing goal. The

basic techniques in the game of football including dribbling, passing, shooting and heading.

Lessons of Physical Education and Sport of Health (PJOK), especially on the material about football which has been going on for quite some time still has some good obstacles from both the teacher and the student which led to the still low student learning outcomes on football material, especially on the subject matter of dribbling in MAN 2 Model Medan. Dribbling is the most common form of attack in an effort to gain value by a team. According to Sardjono (1982: 76), dribbling is defined with the art of using some part of the foot to control the ball or roll the ball continuously on the ground while running.

Dribbling is carrying the ball intermittently with the feet. To achieve brilliant success in doing this dribbling be required high running ability. A good dribble should always pay attention to the game situation, friend or rival. Cosequently in the dribble, the head should always be upright watch to the game, so that when kicking right on the desired target. If at the time of head dribbling always look down at the ball, without paying attention to the surroundings, then when kicking the result is not good. So can be declared a football player at the time of dribbling head position should be upright pay attention to the surroundings because if kicking the ball with the head is subdued then it could be a ball to be kicked somewhere to run direction. Because so great the roleof dribbling in the game of football, then the dribbling technique should really be mastered by a student. Adam Way & Trevor L (2004: 74) declared that to teachers and coaches which must be considered in giving the material should pay attention to the components of dribbling skills and final completion. *Dribbling* the ball is very big role in the game or football competition, then the dribbling technique of the ball must really be mastered by a football student. Dribbling is the form the most attacks used in scoring goals in a team. The reality on the ground, especially in the MAN 2 Model Medan seen differences in basic motor skills dribbling football, partially have low motor skills, and part of his motor skills are sufficient. The low of motor ability dribbling football which these students have because of the lack of variation in teaching styles and the lack of students' motor skills in learning the basic techniques of football games. This effected in basic motor skills in performing dribbling

techniques in student football to be low. From observation, data, and result of consultation with teacher of MAN 2 Model Medan that there are still many students of class XI MAN 2 Model Medan which ability to do Dribbling still low, of 312 students, about 175 or 60.48% of people have not been able to perform dribbling techniques nicely and correctly.

The Achievement of students' physical education learning outcomes is influenced by several factors Dalyono, 2009: 55 (in Prasetyaningsih, 2013: 2) namely "internal factors and external factors. Internal factors (factors from within the student) include: health, intelligence and talent, motor interests and abilities, and learning styles. While external factor (factor from outside student self) consist of: family, school, society, and neighborhood".

Motor skills and teaching style play an important role in the learning process to get the results of learning in accordance with the purpose of learning. Motoric ability comes from English that is Motor Ability, motion (motor) is an activity that is very important for humans, because with motion (motor) man can achieve something that becomes his hope. According to Lutan (1988: 96), says that "motor skills are a person's capacity related to the implementation and demonstration of a skill that is relatively inherent after childhood. If teachers and parents can improve good motor skills of students or their children, then in students or children will arise the boost and desire to learn better. Providing good and appropriate motor skills, then the child can realize the benefits of learning and goals to be achieved by learning it. Individuals who are willing and able to learn with their own initiative, with or without the assistance of others in the determination of learning objectives, learning methods, and evaluation of learning outcomes".

Generally can be said that the purpose of motor skills is to improve the ability of a student's movement to arise desire and willingness to do something so as to obtain results and achieve certain goals. For a teacher who knows the purpose of motor skills for his students is to move or push the students in order to have the desire and willingness to improve learning achievement so the purpose of education in accordance with the desired and what is expected and what has been defined in the school curriculum.

So it can be concluded that students who have high motor skills can do things on his own behalf without the help of others. Students with high motor skills can achieve better learning achievement than students with low motor skills.

Recognizing the importance of motor skills to achieve learning outcomes dribbling football for students, teachers must strive learning by applying learning models that can provide opportunities and encourage students to train student dribbling football. The chosen teaching style must be in accordance with the process of learning theory and practice skills, solely to improve the effectiveness and efficiency of the process.

Although many teaching styles are used by physical education teachers, but self-check and reciprocal styles because both styles are more studied and considered more suitable to be implemented by physical education teachers. Especially on dribbling material that should be required supervision from physical education teachers and the honesty of a student in order to get optimal results.

There is an opinion that these two styles are unattractive and boring or are often said to be unskilled teachers, keep in mind that there is no best teaching style for ever and each style of teaching has its own advantages and disadvantages.

II. METHOD

The research design used is by level with there are three research variables, that is one dependent variable and two independent variables. As a dependent variable (dependent variable) is the result of learning dribbling football and two independent variables (independent variable) is the teaching style and motor ability of students.

Learning treatment variables are divided into two, namely the self-examination style (A₁) and the reciprocal teaching style (A₂). Variables that influence, namely high motor skills (B₁) and low motor skills (B₂).

The type of research conducted is quantitative research using the experimental method. The design of this research is Factorial Design 2 x 2. The sample used amounted to 40 students of MAN 2 Model Medan schools. By grouping students who have high motor skills as much as 10 people and students who have low motor skills as much as 10 people Then grouped again into students who were taught with self-check teaching styles and reciprocal teaching styles. This study was conducted for 4 weeks, with 2 meetings every week.

Table 1. Grouping of Experiment Sample

Manipulative Variables Attributive Variables	Teaching Method	
	Self check (A ₁)	Resiprocal (A ₂)
High motor skills (B ₁)	A ₁ B ₁ (10)	A ₂ B ₁ (10)
Low motor skills (B ₂)	A ₁ B ₂ (10)	A ₂ B ₂ (10)

III. RESULTS AND DISCUSSION

The results of the study for the self-check teaching style group based on the grouping of students' motor skills of learning result dribbling football is as follows:

Table 2. Data Learning Results Dribbling football Based on the Group Taught with Teaching Style Self check

HIGH MOTORIC ABILITY			LOW MOTORIC ABILITY		
NO	NAME	SCORE	NO	NAME	SCORE
1	Putri rahma dewi	90	11	Nurhalimah	85
2	Nandita	85	12	Yosua doli purba	85
3	Tiffany bun'nam	80	13	Risky wahyudi	85
4	Rahmad ramadhan	85	14	Oscar sianturi	85
5	Hariato	80	15	Nurul khotimah	90
6	Siti annisa	85	16	Cindy altaminora	85
7	Dani purba	80	17	Dimas julianda	85
8	Indah aswarin	75	18	Raja tua	85
9	Afril liantito	85	19	Ulfa safitri	80
10	Melati sukma	90	20	Dhiah nabiula	80
$\sum x = 835$			$\sum x = 845$		

Results of the study for reciprocal teaching style groups based on the grouping of students' motor skills of learning result dribbling football is as follows:

Table 3. Data Learning Results Dribbling football Based on the Group Taught with Reciprocal Teaching Style

HIGH MOTORIC ABILITY			LOW MOTORIC ABILITY		
NO	NAME	SCORE	NO	NAME	SCORE
1	Anggi ayu kartika	100	11	Aldha mitha	85
2	Ayu juwita	95	12	Deby debora	85
3	Daniel kevin	90	13	Ikhsan kurnia	70
4	M yusuf	90	14	Weni tridayanti	65
5	Andika	100	15	Risky maulana	70
6	Fahrul rozi	90	16	Dimas sembiring	70
7	Risky fadillah	100	17	Siti annisa	70
8	Suci putri ananda	95	18	Novita sari	70
9	Fredy hairsyah	90	19	M Rumukal	70
10	Duduk priyo	100	20	M alfauzan	75
$\sum x = 950$			$\sum x = 730$		

Combined data of research results for the self-check teaching style group and the reciprocal teaching style group on cognitive enhancement are as follows:

Teaching Style	The reciprocal Style	The command Style
Independent Learning		
High	$\sum X = 835$ $\sum X^2 = 69925$ $\bar{X} = 83,5$ $SD = 4,38$ $n = 10$	$\sum X = 950$ $\sum X^2 = 90450$ $\bar{X} = 95,0$ $SD = 4,47$ $n = 10$
Low	$\sum X = 845$ $\sum X^2 = 71475$ $\bar{X} = 84,5$ $SD = 2,87$ $n = 10$	$\sum X = 730$ $\sum X^2 = 55300$ $\bar{X} = 73$ $SD = 5,52$ $n = 10$
Total	$\sum X = 1680$ $\sum X^2 = 151775$ $\bar{X} = 168,0$ $SD = 3,38$ $n = 20$	$\sum X = 1680$ $\sum X^2 = 28310$ $\bar{X} = 168,0$ $SD = 9,28$ $n = 20$

In accordance with the above research results, it is known that the learning results dribbling football which is taught with a lower self-examination style than the reciprocal teaching style for students who have high motor skills, but the result of learning dribbling football taught with a higher reciprocal teaching style compared with self-taught teaching styles for students with high motor skills.

IV. CONCLUSION

From the research results can be made CONCLUSION as follows:

1. Overall reciprocal style is better than self-taught teaching style of learning result dribbling football.
2. Significantly self-taught teaching style can improve learning outcomes dribbling football for students who have low motor skills.
3. Significantly reciprocal teaching style can improve learning outcomes dribbling football for students who have high motor skills.
4. There is an interaction between teaching styles and students' motor skills to learning outcomes dribbling football.

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