

The Differences of Learning Style and Students' Creativity to Students' Achievement in Dribbling the Ball in Playing Football of Seventh Grade Students of SMP Ar – Rahman Percut

Muammar Afif Marpaung, Imran Akhmad, Rahma Dewi.
Sport Education Study Program Thesis
State University of Medan

Abstract— This research was carried out at SMP Ar-Rahman Percut Sei Tuan in the even semester. The study was conducted in July 2018. The time of the study was held for one month or four weeks, with a frequency of 2 meetings a week, time for each meeting for 120 minutes, because it was adjusted to the hours of physical education at school. Research activities include testing of measuring instruments, preliminary tests, final treatment and tests. The conclusions in this study are: 1) Based on the results of variance analysis in the list of attachments, at the level of $\alpha = 0.05$ then obtained $F_h > F_t$ ie $5 > 4.04$. So that the overall conclusion can be drawn that there are differences in learning outcomes in dribbling in soccer games between inquiry learning models and NHT type cooperative learning models. Then continued with the tukey test in groups A1 and A2 where $Q_h = 4.5$ and $Q_t = 3.79$ and based on these results it can be concluded that there are differences in learning outcomes of dribbling in soccer games between inquiry learning models and NHT type cooperative learning models . 2) Based on the results of the analysis of variance, at the level of $\alpha = 0.05$ then obtained $F_h > F_t$ that is $13.88 > 4.06$. So that the overall conclusion can be drawn that there is an interaction between learning models with creativity towards learning outcomes of dribbling in soccer games. 3) Then continued with the tukey test in groups A2B2 and A1B2 where $Q_h = 3.57$ and $Q_t = 2.92$ and based on these results it can be concluded that the NHT type cooperative learning model is better than the inquiry learning model on learning outcomes leading to the material football in the student group of low creativity. 4) Then continued with the tukey test in groups A1B1 and A2B1 where $Q_h = 8.97$ and $Q_t = 2.92$ and based on these results it can be concluded that the inquiry learning model is better than the cooperative learning model NHT type on learning outcomes lead to the material football in a group of high creativity students.

Keywords— *Learning Model, creativity, Football Game*

I. INTRODUCTION

In general, the education process in schools prioritizes interaction in each student's learning activities. Education can also be referred to as the maximum effort done by each student to develop the cognitive they have in order to achieve it optimally. In the learning process the development of good communication skills with teachers and fellow students based on mutual respect must be continuously developed in learning events. Physical education learning is endeavored to form

physically and mentally good mental health, so as to produce productive human beings. The material for Junior High School Physical Education subjects includes: the experience of practicing basic skills in games and sports (big balls, small balls, athletics and martial arts); development activities; self test / gymnastics; rhythmic activity; aquatic (water activity); and outdoor education (outdoor) is presented to help students understand why people move and how to do movements safely, efficiently and effectively.

Observations were carried out on Wednesday, Saturday and Monday, namely 06, 09 and 11 September 2017 at SMP AR-RAHMAN Percut in the first, second and third hours. The meeting lasted 3x40 minutes was held at 8:20 a.m. to 10:00 p.m. The teaching and learning process refers to the learning plan that has been prepared. Observations are carried out in conjunction with the implementation of teaching and learning. The steps taken are as follows:

The first day The activity begins with observing the teacher and students, explaining the material to be studied is the material of football and the components described to students. The teacher observes the course of learning. First, the teacher opens the lesson by saying hello observing the number of students, to be divided into groups. Second, the teacher explains about kicking the ball techniques starting from the technique of kicking the ball with the inner legs, the outside, and the back of the foot, then practicing it and, finished the explanation is given the opportunity for students to ask questions, because there are no questions from students then students invited to the field to observe the demonstration from the teacher about the technique of kicking the ball with various techniques. Third, the teacher observes the students' activeness when carrying out the experiment, observes the steps of students' activities when carrying out learning activities. Then students are given the opportunity to kick in accordance with the techniques that have been taught with each group. All groups were considered to have had enough kicking, so all groups regrouped and held a consolidation of technical material to kick the ball and deliver material next week.

On the second day of observations of student activities, the teacher explained the techniques of kicking the ball starting from the technique of dribbling with the legs of the balam, the

outside, and the back of the foot. finished explanation given the opportunity for students to ask questions, because there were no questions from students so students were invited to the field to observe the demonstration from the teacher about the technique of kicking the ball with various techniques. Then students are given the opportunity to kick in accordance with the techniques that have been taught with each group.

On the third day of observing student activities, the teacher explained the techniques of holding the ball starting from the technique of holding the ball with the foot part of the body, the outside, and the back of the foot. finished explanation given the opportunity for students to ask questions, because there were no questions from students so students were invited to the field to observe the demonstration from the teacher about the technique of kicking the ball with various techniques. Then students are given the opportunity to kick in accordance with the techniques that have been taught with each group.

The interview results from the teacher that the condition of the child during soccer learning such as kicking and holding is good in terms of implementation. Viewing and holding is an easy basic technique, so that students can do it compared to when carrying out most students it is difficult to make herding movements because they have not mastered the basic techniques taught and students are less antisipas to carry out herding movements because of the lack of understanding about pinning the ball. The conclusion of the interview with the teacher that the teacher lacks in enriching the learning model taught so that students are less enthusiastic in participating in learning.

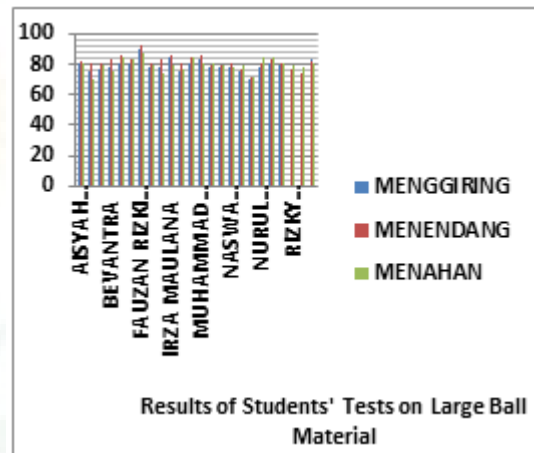
Interview results from several students said that they quickly felt bored and it was very difficult to practice the movement. Especially the female students who revealed that they did not follow soccer sports, in contrast to the male students who were interested in soccer but it was very difficult to practice the material to lead as instructed by the teacher, the reason for the observation about the basic motions of herding was still lacking.

Judging from the school's infrastructure facilities the field conditions are still uneven. Learning media owned by schools like balls, kun, adequate goal. The conclusion from the interview with the teacher that students find it difficult to practice herding due to difficult in terms of movement, conclusions seen from the existing infrastructure that students' difficulties in addition to lack of understanding of basic techniques themselves are too uneven also makes it difficult for students in herding movements.

Through data collection, the average score of football daily scores obtained is less than the Minimum Completeness Criteria (KKM) has been set at 80. Daily grades of material and techniques of football movements such as kicking, holding and driving. Based on: affective value, first Observation activities are carried out during the learning process. From data collection, skill scores and daily test scores on ball dribbling techniques are as follows: If based on the results of the big ball material daily test results that is herding, kicking and holding the ball, there is a graduation presentation in terms of dribbling by 36%, with details of 9 people who

passed the KKM, and 16 students still did not do the dribbling technique correctly. There was a graduation presentation in terms of kicking the ball at 76%, with details of the number of 25 students there were 19 students who had made a kick kicking the ball correctly, and 6 students still hadn't performed the kicking technique correctly. There was a graduation presentation in terms of holding the ball at 44%, with details of the number of 25 students there were 11 students who had held the ball holding correctly, and 14 students still had not performed the ball holding technique correctly.

Table 1. 1. Results of learning soccer material
(Source: PJOK Junior High School Teacher AR RAHMAN)



So that it can be concluded from the three football materials that are taught to lead, calm and hold the ball there is a herding material that there are still many students who did not pass the KKM with a graduation presentation of 36%, totaling 9 people who graduated from 25 students.

Good results from learning process lead not to escape from a learning model that is done and made by the teacher itself well. Hamzah B uno (2004: 25) revealed that the inquiry learning model is very important to develop values and attitudes in ways of thinking, such as observation skills, data collection, formulating and testing hypothesis and explaining the phenomena that occur, independence of learning, logical thinking.

With the inquiry learning model emphasizes learning to students, so that students are more active in the learning process, through the model also developed a sense of freedom and pleasure in doing so, do not feel there is coercion from the teacher which has been widely applied in the learning process in schools and many elements of restraint. towards children's freedom in the learning process.

NHT type cooperative learning model provides learning opportunities and activities for the students themselves, while also directing students to help each other in mastering the subject matter through discussion or brainstorming between groups. According to Spencer Kagen 1993 (in Trianto 2009: 82) NHT is an approach to involve more students in studying the material covered in a lesson and checking their understanding of the contents of the lesson.

Drowaztky (1981) in M.Einarar, (2: 1994), states motor learning is learning that is realized through general muscular responses expressed in the form of body movements or body parts. The stages of motion have meaning as a pattern of motion that is developed as well as possible so that students or students are more skilled. The stage of automation means expanding the movement so that the performance of students or athletes becomes more integrated in making movements.

Body movements when they make herding movements should we pay attention well, whether their movements are right or wrong, the process of involvement of teachers in terms of perfecting the movement skills performed by students is needed in terms of learning, so that what is desired can be achieved well. But all the activities taught by the teacher not all students can repeat it again, because the message that we have conveyed to students can not automatically be called back, because in the mechanism of the work of our minds there is a process that must be passed in order to dig back the messages we have received and saved before.

Assessment in dribbling learning basically emphasizes on the basic movements that are carried out. Basic motion is the most important thing to do herding movements, as well as body movements, such as the head, hands, feet, limbs, which are dominant in terms of herding movements. All of these movements are included in the ball grading assessment.

So that to get the maximum results in dribbling is needed a learning model that makes students interested in it, inquiry and NHT in general can develop learning outcomes leading students because the model provides freedom in the movement of student dribbling, so children are more happy to do herding movements without being limited by the teacher.

Slowly, the creativity of children towards herding movement is more channeled, According to Cambell (1986), and Glover (1990) in Iman Setyabudi (2011: 2) Creativity is an activity that brings results that are: novelty, meaning invasion, never there was before and strange; useful, which means it is more practical, easier, overcomes difficulties, and produces better; understandable, which means the same results can be understood or understood and can be made at different times. The level of creativity of children about the movement taught, directing the right and wrong movements, so that students are more enthusiastic to do movement movements when carrying out herding.

II. METHODS

The population in this study were all SMP AR-RAHMAN PERCUT students totaling 365 people. In this study the sampling technique used was the Cluster Sample. So that obtained a sample of class VII amounting to 48 people, From the calculation of the number of samples that have been determined, amounting to 48 people then the sample is divided into two study groups with each group given the inquiry learning model and NHT.

The method used in this study is a quasi-experimental method, because it does not take a random sample but a whole sample to be treated, the experiment itself is an observation under artificial conditions where the condition is made and

regulated by the researcher with a Factorial 2x2 design with a total sample of 58 students. To facilitate control of each treatment group, the research design is as follows:

Table 1. Research Design

Attitude of creativity (B)	Learning model (A)		
	Inquiry (1)	Cooperative type NHT (2)	
High Group (B1)	A ₁ B ₁	A ₂ B ₁	μ _{B1}
Low Group (B ₂)	A ₁ B ₂	A ₂ B ₂	μ _{B2}
Average	μ _{A1}	μ _{A2}	

III. RESULT AND DISCUSSION

To test the research hypothesis using two-way ANVA (ANAVA) technical analysis can be seen in the list of attachments. Then to answer the hypothesis testing is explained as follows:

Summary table of results of analysis of variance (ANAVA) :

Source of variation	dk	JK	RJK	Fh	Ft = 0,05	Ft=0,01
Learning model (A)	1	60,75	60,75	5	4,04	7,19
creativity (B)	1	90,75	90,75	7,46	4,04	7,19
Interaction (AB)	1	168,75	168,75	13,88	4,04	7,19
Error	44	535	12,15			
Total	48	855,25				

1. There Is A Difference Between Inquiry Learning Models With Cooperative Learning Models NHT Type Against Learning Outcomes Bringing On Football Material

This means that the inquiry learning model turns out to be better in achieving the goal of dribbling learning when compared to using the NHT type cooperative learning model. Then continued with the tukey test in groups A1 and A2 where Qh = 4.5 and Qt = 3.79 and based on these results it can be concluded that there are differences in learning outcomes of dribbling in soccer games between inquiry learning models and NHT type cooperative learning models.

2. Interaction between Learning and Creativity Models Against Learning Outcomes of Football Ball Dribbling.

Based on the results of variance analysis in Appendix 11, at the level of $\alpha = 0.05$, $F_h > F_t$ is obtained $13.88 > 4.06$. So that the overall conclusion can be drawn that there is an interaction between learning models with creativity towards learning outcomes of dribbling in soccer games.

3. NHT Type Cooperative Learning Model is Better Than Learning Inquiry Model Against Learning Outcomes Bringing On Football Material in Students of Low Creativity Group

The results of the third (third) hypothesis prove that there is a significant difference between students who have high creativity taught by using inquiry learning models and NHT type cooperative learning models on learning outcomes of dribbling. Then continued with the tukey test in groups A2B2 and A1B2 where $Q_h = 3.57$ and $Q_t = 2.92$ and based on these results it can be concluded that the NHT type of cooperative learning model is better than the inquiry learning model on learning outcomes lead to soccer material in students with low creativity.

4. The Inquiry Learning Model Is Better Than The Cooperative Learning Model NHT Type Against Learning Outcomes Bringing On Football Material to a group of high creativity students

The results of proof of the 4th (fourth) hypothesis if seen from the average, the learning outcomes of students who have low creativity taught by using inquiry learning models are no better than those using NHT type cooperative learning models, if the significance level is tested there are differences significant between students who have low creativity taught by using inquiry learning models and NHT type cooperative learning models on dribbling. Then proceed with the tukey test in groups A1B1 and A2B1 where $Q_h = 8.97$ and $Q_t = 2.92$ and based on these results it can be concluded that the inquiry learning model is better than the cooperative learning model NHT type on learning outcomes herded on soccer material in groups of high creativity students.

IV. CONCLUSION AND SUGGESTION

From the results of research hypotheses and discussion of research results, it can be concluded that:

1. There is a difference between the inquiry learning model and the Cooperative learning model NHT type on learning outcomes leads to soccer material
2. There is an interaction between inquiry learning models with cooperative learning models NHT type on learning outcomes leads to soccer material

3. Cooperative learning model NHT type is better than inquiry learning model on learning outcomes leading to soccer material in low creativity students
4. Inquiry learning model is better than cooperative learning model NHT type on learning outcomes leads to soccer material in groups of high creativity students.

Based on the above conclusions, the researcher suggests: For students to improve learning outcomes of dribbling in soccer games, physical education teachers as input for learning especially lead in soccer games. Where the authors suggest that this study becomes input for physical education teachers in improving and improving learning outcomes. For students that this research can be a reference and become a reference for the next research. For physical education teachers as input material in learning, especially leading in soccer games.

REFERENCES

- [1] Aunurrahman, 2012. Belajar dan Pembelajaran. Bandung: CV Alfabeta
- [2] Arikunto, S. 2010. Prosedur Penelitian Suatu Pendekatan Praktek. Jakarta: Rineka Cipta
- [3] 2003. Dasar-Dasar Evaluasi Pendidikan. Ed. Revisi. Jakarta: Bumi Aksara
- [4] Bucher, C.A. 1983. Foundation Of Physical Education And Sport. Missouri: CV. Mosby Company
- [5] Budiningsih Asri. 2012. Belajar dan Pembelajaran. Jakarta : Rineka Cipta
- [6] Depdiknas. 2007. Kreativitas Guru dalam Pembelajaran. Jakarta: Direktorat Peningkatan Mutu Pendidik
- [7] Williem H Freman. 1943. Physical Education and Sport in A Changing Society
- [8] Juliantine, dkk. 2013. Model-Model Pembelajaran Dalam Pendidikan Jasmani. Bandung: CV. Bintang WarliArtika
- [9] Joyce, Bruce and Weil, Marsha. 1972. Models of Teaching. Prentice/Hall, New Jersey
- [10] Koger, Robert.. Latihan dasar Andal Sepakbola Remaja. Klaten: PT. Saka Mitra Kompetensi, 2007
- [11] Metzler, Michael.W. (2000). Instructional Models For Physical Education. Allyn and Bacon. USA.
- [12] Mielke, Danny .2007. Dasar – dasar Sepakbola . Bandung : Pakar Raya
- [13] Munandar, U. 2009. Pengembangan Kreativitas Anak Berbakat. Jakarta: PT. Rineka Cipta
- [14] Muhammad Asrori. 2007. Psikologi Pembelajaran. Bandung: CV Wacana Prima
- [15] Muhammad Fathurrohman 2015. Model-model Pembelajaran Inovatif. Jogyakarta:Ar-Ruzz Media
- [16] Nusri., (2004). Diktat Sepakbola.Medan, Fakultas Ilmu Keolahragaan UNIMED
- [17] Sanjaya Wina. ISBN: 978-079-1486-19-4. Kurikulum dan Pembelajaran. Kencana Prenada Media Group
- [18] Uno, Hamzah (2004).Model Pembelajaran.Menciptakan, Gorontalo: BMT Nurul Jannah