

THE IMPACT OF TEACHING METHODS AND LEARNING MOTIVATION ON DRIBBLING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The aim of this research is to determine: (1) The dribbling learning outcomes of students taught using an inclusive teaching style and those taught using the practice method (2) The influence of the interaction between teaching style and learning motivation on the skills of dribbling learning outcomes. (3) differences in ball dribbling results for students taught using an inclusive teaching style and those taught using the practice method for new students in terms of low achievement motivation. (4) differences in ball dribbling results for students taught using an inclusive teaching style and those taught using the Barru method in terms of high achievement motivation. This type of research is true experimental with factorial design. This research used two classes, namely a class taught using an inclusive teaching style and a class taught using the practice method. Research result. (1) There are differences in the learning outcomes of dribbling for students taught using an inclusive teaching style and those taught using the practice method for students at SMP Negeri 2 Barru. (2) There is an interaction effect between teaching style and learning motivation on the ball dribbling learning outcomes of students at SMP Negeri 2 Barru. (3) There are differences in the dribbling results of students who are taught using an inclusive teaching style and those who are taught using the practice method for students in terms of low achievement motivation. (4) There is a difference in the dribbling results of students who are taught using an inclusive teaching style and those who are taught using the practice method for students in terms of high learning motivation.

Keywords: Inclusion Teaching, Dribbling, Skills.

INTRODUCTION

Physical education serves as a medium to promote physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values such as attitude, mentality, emotional well-being, sportsmanship, and social skills, as well as the cultivation of a healthy lifestyle,(Sari et al., 2024). All of these aspects aim to stimulate balanced physical and psychological development. One of the most popular and physically engaging sports today is football (soccer), as it can be played anytime and anywhere. Football, in addition to requiring physical activity, also demands good technique, tactics, strategy, and strong teamwork. Achieving all of these abilities is not as easy as flipping a hand; it requires proper training based on planned and programmed principles with specific objectives,(Fajri et al., n.d.). The success of teaching physical education at the junior high school level is supported by the availability of competent human resources and adequate facilities and infrastructure, so that it can meet both qualitative and quantitative standards to support the physical education learning process,(Syahlan et al., 2024).

The atmosphere is rather tense, as many physical education teachers, who are supposed to manage the learning process effectively, still tend to simply instruct their students to perform warm-up exercises like gymnastics and running, followed by a brief introduction to basic techniques, often linking health with discipline and strictness. Afterwards, students are told to play games while the teacher sits under a tree holding a whistle. Unknowingly, this practice has persisted for quite a long time—generation after generation—without any real consideration for adopting or utilizing more engaging and enjoyable teaching strategies that are still effective in achieving the desired educational goals.

The effectiveness of teaching physical education needs to be improved based on the conditions encountered during the teaching and learning process. Physical education can also be taught using specific teaching styles, which can increase student engagement in physical education classes, (Iswanto & Widayati, 2021). Enhancing this engagement and sense of responsibility is expected to improve the effectiveness of physical education instruction, as indicated by the optimal development of students' physical, psychomotor, cognitive, and affective abilities, which in turn can directly enhance their learning outcomes, (Supariyadi et al., 2022).

According to, (Paling et al., n.d, 2023), learning is a process of effort undertaken by an individual to acquire a completely new behavior change, as a result of their own experiences in interaction with their environment.

Students' learning outcomes are influenced by two main factors: internal factors, which come from within the students themselves, and external factors, which originate from outside the students. Internal factors include: (a) physiological aspects, such as general physical condition and the state of the senses, and (b) psychological aspects, such as interest, intelligence, talent, motivation, and cognitive ability. Based on experts' opinions, it can be concluded that learning outcomes are the results obtained through assessments to achieve learning objectives in the affective, cognitive, and psychomotor domains.

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According to, (Ritonga et al., 2022), football is a team sport played by two opposing teams, each consisting of 11 players. The game is played on a flat, rectangular field with a length ranging from 90 to 110 meters and a width of 45 to 90 meters.

According to, (Muhammad Rijal H, et al., 2024) "dribbling is a fundamental soccer skill because all players must be able to control the ball while moving, standing, or preparing to pass or shoot." When a player has effectively mastered dribbling skills, their contribution to the game becomes significant. Meanwhile, according to (Yudistira, 2024), "dribbling the ball is essential for soccer players to master, as it is a continuation of an offensive move toward the opponent's side." Dribbling cannot be separated from feinting techniques, as soccer often involves movements to get past opponents. This aligns with (Hidayat & Rahmadani, 2023), who stated that "dribbling is always associated with feinting movements, especially when trying to get past an opponent."

One of the aspects of teaching that continues to be developed through research is the teaching process itself, in an effort to produce appropriate teaching styles implemented in schools. Essentially, a universal teaching theory is needed, one that focuses on teaching as an independent aspect. Alongside teaching methods, teaching styles are also recognized. According to Moh. User Usman (2013), teaching style is a teacher's activity within the context of the teaching and learning interaction process, aimed at consistently demonstrating persistence, enthusiasm, and full participation. Meanwhile, Abu Ahmadi (2015) stated that teaching style refers to the teacher's manner or behavior as an expression of their personality in delivering lesson content to students.

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The inclusion style is a teaching guideline used by teachers to present learning material in a comprehensive manner, with the level of difficulty clearly outlined. The aim is to encourage student creativity and make it easier for them to learn motor skills, as students are given the freedom to choose and determine the level of difficulty at which they begin learning. They are also free to decide how many times they need to repeat a movement when learning a particular technique in each session. The inclusion teaching style is developed based on a learner-centered approach and a curriculum tailored to individual needs, allowing students the opportunity to learn at their own pace and according to their abilities.

Based on the opinions above, it can be concluded that the inclusion teaching style is a structured learning approach organized according to varying levels of difficulty for teaching movement skills based on students' abilities.

If the inclusion teaching style is applied in football lessons, the levels of difficulty in the learning material can be outlined as follows: (1) Level I difficulty: students dribble the ball straight forward without any obstacles or challenges, at a slow speed; (2) Level II difficulty: students dribble the ball straight forward without obstacles or challenges, at a moderate speed; (3) Level III difficulty.

Students dribble the ball forward as quickly as possible, with the expectation that they can independently repeat the dribbling movement effectively.

The inclusion teaching style is described in detail in the following table:

Table 1. Description of the Inclusion Teaching Style

Stages	Teacher	Students
Pre-meeting	Prepares the learning materials on football, covering all levels of difficulty. The materials are presented in the form of task sheets that include the complete football content, starting from the initial stance, execution movements, to follow-through movements.	
During the Meeting	<ol style="list-style-type: none"> 1. Leads and coordinates the warm-up session. 2. Provides a detailed explanation on how to learn using the inclusion style. 3. Explains all levels of difficulty in the football material, supported by visual representations. 4. Instructs students to begin learning the dribbling technique. 5. Supervises the football learning process. 6. Leads and coordinates the cool-down/relaxation session. 	<ol style="list-style-type: none"> 1. Performs warm-up exercises. 2. Listens to the teacher's explanation. 3. Listens to and studies the dribbling technique material. 4. Chooses the level of difficulty from the learning material to begin learning. 5. Determines how many times to repeat the movement at each level of difficulty. 6. Performs cool-down exercises.
Post-meeting	Provides individual feedback.	

There is no single teaching style that is most suitable for the same subject matter. Therefore, teachers must be prepared with several alternative teaching styles to apply at specific moments. The choice depends on the teacher's sensitivity in delivering material and assigning tasks in accordance with the students' level of ability. Teaching in the learning process requires flexibility.

The practice teaching style is one that is well-suited for teaching movement skills, as it offers several advantages: (1) students learn about time limitations, (2) students can learn independently, (3) students make decisions based on given rules, (4) students have the opportunity for individual interaction, (5) students learn to achieve specific objectives by completing assigned tasks, and (6) teachers have the opportunity to teach a large number of students at once.

According to Andi Ihsan and Hasmiyati (2011), physical education is an educational process for individuals, both as members of society and as individuals, conducted consciously and systematically through physical activities to improve physical abilities and skills, physical growth, intelligence, and character development.

According to (Yogi Fernando et al., 2024), motivation is very important because if adolescents lack learning motivation, no learning activity will take place within them. As quoted by (Natasya Nurul Lathifa et al., 2024), the characteristics of learning motivation present in students include: (1) being interested in the teaching, (2) being interested in the subject matter, (3) having high enthusiasm and focusing their attention on the teacher, (4) consistently wanting to join the class group to study together, (5) wanting their identity to be recognized by others, (6) having actions, habits, and morals that are under self-control, and (7) always remembering lessons and making efforts to review and study them again.

According to (Hanaris, 2023), the issue of student motivation in learning is highly complex. There are no simple rules for motivating students. Teachers should understand the principles of motivation that can assist them in carrying out their teaching duties, even though there are no definite or specific guidelines. According to (Nafisah Nor Saumi et al., 2021), motivation consists of three key elements: (1) Motivation initiates a change of energy within each individual, (2) Motivation is marked by the emergence of affective feelings, and (3) Motivation is stimulated by the presence of a goal. Thus, motivation in this context is a response to an action—that is, the goal.

Based on the opinions above, learning motivation is an internal influence within the human body that generates a strong energy to carry out or achieve specific learning goals, driven by the needs we seek to fulfill or accomplish.

RESEARCH METHODS

This research is an experimental study using a 2x2 factorial design. In total, the treatment was conducted over six (6) sessions. The material implemented focused on the basic technique of dribbling a soccer ball. Before the treatment, a pre-test was administered—specifically, a motivation test—to group the samples. After that, the treatment was given, and the final activity was a dribbling test for all sample members. The type of test conducted was a learning outcome assessment for dribbling. Each group was considered to have similar (homogeneous) characteristics. The research is planned to be conducted at the field of SMP Negeri 2 Barru, Barru Regency. (Candra Susanto et al., 2024) stated that a population is a group of objects to be studied that share the same characteristics and traits. The population in this study consists of all students at SMP Negeri 2 Barru, while the accessible population is defined as 45 male students from SMP Negeri 2 Barru. The sample in this study includes 40 ninth-grade students from SMP Negeri 2 Barru, who were then divided into two groups using the ordinal paired matching method. The sampling technique used was purposive sampling. According to (Waruwu, 2024), purposive sampling is a sampling technique based on specific considerations. The selected sample was then tested on the learning motivation variable. This was done based on the consideration that the sample used in this study already possessed similar or nearly identical characteristics—in other words, the sample was homogeneous. The results were then ranked.

This study uses a 2 x 2 factorial design, as shown in the table below.

Table 2. 2x2 Factorial Research Design

<i>Teaching Style (A)</i> <i>Learning Motivation (B)</i>	<i>Teaching Style Inclusion (A₁)</i>	<i>Practice Teaching Style (A₂)</i>

High Motivation (B_1)	A_1B_1	A_2B_1
Low Motivation (B_2)	A_1B_2	A_2B_2
Total	A_1	A_2

Note:

A_1 : Teaching Style Inclusion

A_2 : Practice Teaching style

B_1 : High Motivation

B_2 : Low Motivation

A_1B_1 : Teaching Style Inclusion and High Motivation

A_2B_1 : Practice Teaching style and High Motivation

A_1B_2 : Teaching Style Inclusion dan Low Motivation

A_2B_2 : Practice Teaching style dan Low Motivation

Dribbling learning outcomes refer to the total score of students' ability to perform dribbling movements. The purpose of assessing dribbling learning outcomes is to measure students' proficiency in executing basic football techniques. The assessment is based on the Physical Education lesson plan (RPP) for 9th grade junior high school (SMP).

RESULTS AND DISCUSSION

The results of this research were obtained through a learning program conducted over six meetings, using two teaching methods: the inclusion teaching style and the practice teaching style, which were implemented and followed by the sample group. The data collected in this study consisted of students' learning motivation, obtained from a motivation test using a questionnaire administered at the end of the research process, and data on dribbling learning outcomes. The data analysis included a normality test using the Liliefors test, a homogeneity test using Levene's test, and hypothesis testing.

The distribution of students in each group can be seen in the following table.

Table 3. Number of Students Distributed in Each Cell Group

Learning Motivation	Teaching Style		Total
	Inclusion	Practice Method	
High	5	5	10
Low	5	5	10

Table 4. Statistics of Dribbling Learning Outcome Scores of Students Taught Using the Inclusion Teaching Style and the Practice Teaching Style

<i>Description</i>	<i>Inclusion Style</i>	<i>Practice Method</i>
Maximum score	5	5
Minimum score	3	3
Number of samples	10	10
Average score	4,20	4,10
Standard deviation	0,789	0,876

Table 5. Dribbling Learning Outcome Statistics Based on Learning Motivation Categories

<i>Learning Motivation</i>		<i>Group</i>	
		<i>Inclusion</i>	<i>Practice</i>
High	Number of samples	5	5
	Maximum score	5	5
	Minimum score	4	4
	Average score	4,4	4,2
	Standard deviation	0,55	0,447
	Variance	0,3	0,2
Low	Number of samples	5	5
	Maximum score	5	5
	Minimum score	3	3
	Average score	4	4,20
	Standard deviation	1,0	0,836
	Variance	1,0	0,7

This study was conducted to determine the influence of teaching style and learning motivation on the dribbling learning outcomes of students at SMP Negeri 2 Barru. The research discusses: (1) the effect of teaching style on students' dribbling learning outcomes, (2) the effect of learning motivation on students' dribbling learning outcomes, and (3) the interaction effect between teaching style and

learning motivation on students' dribbling learning outcomes. Based on the results of hypothesis testing, it was found that all the proposed hypotheses in this study rejected the null hypothesis (H_0 was rejected). The details of the hypothesis results are as follows.

The Effect of the Inclusion Style and the Practice Method on Learning Outcomes

Thus, it can be concluded that there is an overall difference in dribbling learning outcomes between the inclusion teaching style and the practice teaching style. The results of the study indicate that the average score of students taught using the inclusion teaching style is higher than those taught using the practice method. This occurred because the inclusion teaching style provides students with the flexibility to learn according to their individual abilities, compared to the more rigid structure of the practice method.

There is an interaction between teaching style and learning motivation

Based on this data, an interaction graph between teaching style and learning motivation on dribbling learning outcomes can be plotted as follows.

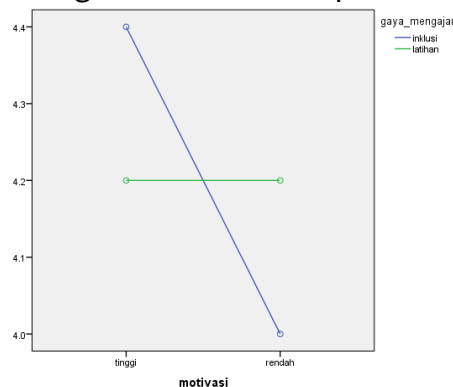


Figure 1. Interaction Between Teaching Style and Learning Motivation

There is a difference in dribbling learning outcomes with the inclusion teaching method

Students with low learning motivation tend to struggle with choosing to repeat tasks frequently in order to properly master football material, even when supported with individual feedback. This is also supported by the research results, which show that among students with low learning motivation, those taught using the practice teaching style had higher average scores in dribbling learning outcomes compared to those taught using the inclusion style.

There is a difference in learning outcomes based on motivation and the inclusion teaching style.

When the lesson material is determined by the teacher in each session and the number of repetitions is also set by the teacher, along with group feedback given during the session, it can hinder students from properly mastering football techniques. Students tend to be bound by the rules set by the teacher, limiting their creativity.

This is also supported by the research findings, which show that the average dribbling learning outcome score of students taught using the inclusion teaching style is higher than that of students taught using the practice method.

CONCLUSIONS

1. Based on the data analysis and research findings presented in the previous chapter, the following conclusions can be drawn:
2. Overall, there is a difference in the dribbling learning outcomes of students at SMP Negeri 2 Barru between those taught using the inclusion teaching style and those taught using the practice method.
3. There is an interaction between teaching style and learning motivation on the dribbling learning outcomes of students at SMP Negeri 2 Barru.
4. There is a difference in dribbling learning outcomes among low-motivation students at SMP Negeri 2 Barru who were taught using the inclusion teaching style and those taught using the practice method.
5. There is a difference in dribbling learning outcomes among high-motivation students at SMP Negeri 2 Barru who were taught using the inclusion teaching style and those taught using the practice method.

Based on the research results obtained, the following suggestions are offered for future research. The use of the inclusion teaching style has proven to be more effective than the practice method and thus warrants further development. In applying instructional models, aside from educating teachers as research partners, students should also be informed in advance about the stages of the learning approach to be used. This can help prevent failures during the learning process and enhance both the efficiency and effectiveness of learning.

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