



EFFECTIVENESS OF COOPERATIVE LEARNING LEARNING MODEL ON SHOOTING TECHNIQUE ENGINEERING SCHOOL STUDENTS MTS N 6 MODEL PADANG CITY

***Apriyanti Rahmalia and Meiriani Armen**

Bung Hatta University, Physical Education, Faculty of Teacher Training and Education, Indonesia

ARTICLE INFO

Article History:

Received 15th February, 2018
Received in revised form
24th March, 2018
Accepted 17th April, 2018
Published online 31st May, 2018

Key Words:

Cooperative learning,
Football shooting,
Soccer School.

ABSTRACT

The purpose of this research is to know the effectiveness of learning cooperative learning model in improving soccer shooting technique skill. The problem with this research is the lack of student shooting skills in the game of football. The method of this research is experimental method using design pretest and posttest, and giving 16 treatments. The subjects of this study were all students of MTs N 6 Model of Padang City who took active soccer extracurricular, as many as 20 people. The extracurricular activities were conducted through SSB Putra Wijaya in the Yonif 133 Y / S field. The research instrument used to collect data in this research is the test shoot / kick the ball to the target (shooting). Where the objective measures the skill of shooting the ball quickly and precisely toward the target. Data analysis was performed by normality test with liliefors and t test. The results showed the effectiveness of learning cooperative learning model significantly improve the skills of football shooting techniques MTS N 6 School Model Model padang, with the calculation obtained $t_{count} = 7.12 > t_{table} = 2.27$ at 5% significance level.

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Citation: Apriyanti Rahmalia and Meiriani Armen, 2018. "Effectiveness of cooperative learning learning model on shooting technique engineering school students mts n 6 model padang city", *International Journal of Development Research*, 8, (05), 20527-20530.

INTRODUCTION

Education is a human effort to improve the knowledge gained from both formal and informal institutions in helping the transferring process of science so as to achieve the expected quality. Based on the Law of the Republic of Indonesia No. 20/2003 on National Education System article 1, paragraph 1 (2003: 4) disclosed that: "Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual spiritual power, self-control, personality, intelligence, noble character and skills needed him, society, nation and state". According Husdarta, (2012: 3) Physical education is essentially an educational process that utilizes physical activity to produce a holistic change in the quality of individuals, both in terms of physical, mental, and emotional. Physical education treats a child as a whole, a total being, rather than simply regarding him as a separate person of his physical and mental qualities. The soul-soul holistic approach includes emphasis on the three domains of education (psychomotor, cognitive and affective).

***Corresponding author: Apriyanti Rahmalia,**
Bung Hatta University, Physical Education, Faculty of Teacher Training and Education, Indonesia

On this occasion, the researcher tries to provide research experience at Madrasah Tsanawiyah school (abbreviated as MTs), which is the basic level of formal education in Indonesia, equivalent to Junior High School (SMP), which is managed by Ministry of Religious Affairs. Schools in MTs have additional subjects that are not owned in junior high schools, such as Islamic Religious Education (Al-Quran-Hadith, Aqidah-Ahlak, Fiqh, History of Islan Culture) and Arabic. With the addition of these subjects, the allocation of time given in particular to physical education subjects becomes less than in junior high schools. This means that educators should be able to deliver the material well, so that the transferring of knowledge must be qualified. This will be a challenge for educators to choose what teaching model to use, and how to package the material more interesting and easy to understand. One of the materials given in the subject of physical education, sports and health in MTS school students is the Great Ball Game that is Football Game. There are several techniques taught in football are: passing, dribbling and shooting. All the techniques are important to be taught to the students, it's just shooting that becomes the main technique in the game of football. This is because the victory will be obtained if the team can score as many goals as possible against the opponent and keep the goal from being broken.

During a soccer match, the tactical dimension is the basis for making the right decision in controlling the game situation with or without the ball, so this should be assessed throughout the learning process in the training process (Rechenchosky, 31: 2017). Based on that, football can be fully represented by the basic movements that build good technique in playing ball, a soccer player to achieve good engineering results must have physical, mental and various basic techniques of playing soccer, especially shooting. In improving the skills of football shooting techniques then the researchers will apply the model in learning, namely: cooperative learning. This is with the consideration that this model is in accordance with the development of the soul of students who are very happy to play and cooperate in the game of football. Model *cooperative learning* secara sederhana menurut Metzler (2005: 257) adalah "*Student Learning With, By, And For Each Other*". Berdasarkan hal tersebut, dalam proses pembelajaran ini peranan siswa menjadi penting di dalam kelompok, karena dibutuhkan kerja sama tim yang saling membantu. Siswa belajar bukan hanya melalui dirinya sendiri, tetapi juga untuk satu sama lain di dalam kelompoknya.

An athlete must master the basic skills of kicking the ball and further developing a series of shooting techniques that allow to kick and score goals from various positions on the pitch. As Luxbacher (2004: 105) says the importance of a goal kick is to score. In this case the accuracy of the ball into the goal is the main thing. According Luxbacher (2004: 105-111), there are four ways to do the shooting based on the direction of the ball that is: instep drive, full volley, half volley and swerving. Implementation instep drive, means the ball in the kick is rolling or not moving. Implementation full volley, the ball kicked before the ball fell to the ground, the ball in the kick directly from the air. The implementation of half volley, the ball is kicked at the moment the ball touches the surface, not directly in the air. While performing swerving, kicking the ball by giving a spin on the ball, resulting in a cornering kick. According to Luxbacher (2004: 105-111), there are four ways to shoot based on the direction of the ball coming: instep drive, full volley, half volley and swerving. Implementation instep drive, means the ball in the kick is rolling or not moving. Implementation full volley, the ball kicked before the ball fell to the ground, the ball in the kick directly from the air. The implementation of half volley, the ball is kicked at the moment the ball touches the surface, not directly in the air. While the swerving implementation, kicking the ball by giving a round on the ball, resulting in a cornering kick.

According to Dyson (2014: 93) Cooperative learning is a dynamic pedagogical model that allows teachers to teach a variety of content to students at different grade levels. Students work together in small, structured, different groups to master the content of the subject matter. The students are not only responsible for learning the material, but also to help other friends in their study groups. The study group may consist of two or more persons. Where each member of the group comes from students of different levels of ability, undertakes various learning activities to improve their understanding of the subject matter being studied. Each member of the group is responsible for not only learning what is taught but also to help fellow learners, so that together achieve success. All Students try until all members of the group successfully understand and equip it. Cooperative learning models are developed to achieve at least three learning objectives: Academic learning outcomes, acceptance of individual differences, and development of

social skills. Other characteristics of cooperative learning are: (1) learners work cooperatively in groups to complete lesson materials, (2) groups in the form of learners who have high, moderate, and low ability, (3) where possible, members groups belonging to different races, cultures, genders, (4) more group-oriented rewards than individuals (Lufri 2010: 55). Cooperative learning learning steps can be written in the table as follows:

Table 1. Implementation of Cooperative Learning Learning

Step	Indocator	the role of the teacher
1	Convey goals and motivate students.	The teacher conveys the learning objectives and communicates the basic competencies to be achieved as well as motivates the students.
2	Presenting information	The teacher presents the information to the students
3	Organize students into study groups	The teacher informs the student grouping
4	Guiding group learning	Teachers motivate and facilitate student work in study groups
5	Evaluation	Teachers evaluate learning outcomes about learning materials that have been implemented
6	Give awards	Teachers reward individual and group learning outcomes.

The benefits of cooperative learning according to Yunyun *et al* (2013: 70):

- To better prepare students with new skills to participate in an ever-changing and evolving world.
- Establish student personalities in order to develop the ability to communicate and cooperate with others in various social situations. This objective is related to the need for human resources that have awareness and religiosity so that it can realize the relationship of cooperation in all fields.
- Invites students to build knowledge actively because in cooperative model learning, students not only receive knowledge from the teacher but also the students also develop continuous knowledge so that placing students as active students.
- Establish a personal interaction between students, as well as between teachers and students.
- Invite students to discover, shape and develop knowledge.
- Improving learning outcomes, improving inter-group relationships, accepting friends who experience obstacles and improve self esteem. The goal to be achieved through this research is to know the effectiveness of learning cooperative learning model to improve the skills of football shooting techniques Students MTS N 6 Model Padang City.

MATERIALS AND METHODS

The type of research conducted in this study is experimenting by giving treatment, including the type of quantitative research. The research used is "pre-test and post-test group design" which is schematically described as follows:

Table 2. Treatment Design

Pre-test	Grup	Treatment	Post-test
T ¹	1	<i>Cooperative learning</i>	T ²

The method used in this study is the experimental method, the method given the treatment of exercise or experiment. The cause-and-effect relationship of exercise will be seen from the effect of the exercise. The basis of experimental use is an activity that includes preliminary tests, treatments, and final tests. Data taken from the effectiveness of cooperative learning model to the skills of football shooting techniques. The subjects of this study were all students of MTs N 6 Model of Padang City who took active soccer extracurricular, as many as 20 people. The extracurricular activities were conducted through SSB Putra Wijaya in the Yonif 133 Y / S field. The research instrument used to collect data in this research is the test shoot / kick the ball to the target (shooting). The data collected from preliminary and final test results were analyzed using normality test statistic and t-test with the following calculation steps: 1) Normality test using lilliefors, normality test aimed to know the data obtained whether or not normal distributed, 2) T-test with the formula:

$$t = \frac{|X1 - X2|}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{n(n-1)}}$$

RESULTS AND DISCUSSION

Result

The data of the research that is described is the data about the final test of Cooperative Learning Learning on the Skills of Football School Students Football Student Training MTs N 6 Model Padang City, through shooting / kicking the ball test to the target (shooting). The complete test results can be seen in the appendix. Description of data about cooperative learning learning in improving shooting skills can be seen in the following table.

Tabel 3. Deskripsi Data Kooperatif Learning dalam Meningkatkan Keterampilan Shooting Siswa Sekolah MTsN 6 Model

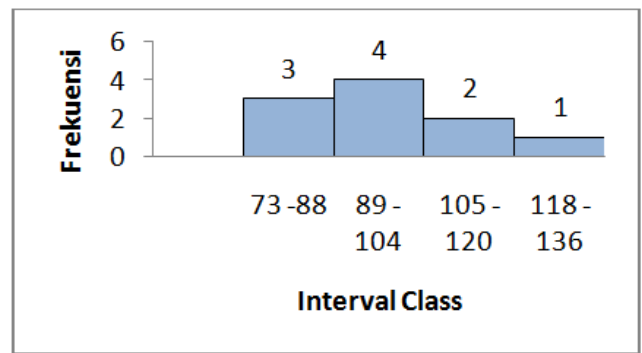
Grup	N	Min	Max	Mean	SD
Cooperative Pretest	10	73	135	100.47	17.91
Learning Posttest	10	100	162	124.09	21.00

The results of the initial test of cooperative learning learning in improving the skills of shooting of MTsN 6 Model school students can be seen in the frequency distribution tab in Table 4 below

Table 4. Frequency Distribution of Pretest Cooperative Learning Results in Improving Shooting Skills of MTsN 6 Model School Students

No	Interval Class	Frekuensi	
		Absolut	Relatif (%)
1	73 -88	3	30.00
2	89 - 104	4	40.00
3	105 - 120	2	20.00
4	118 - 136	1	10.00
Amount		10	100

The frequency distribution of pretest cooperative learning results in improving shooting skills can be seen in the following histogram.



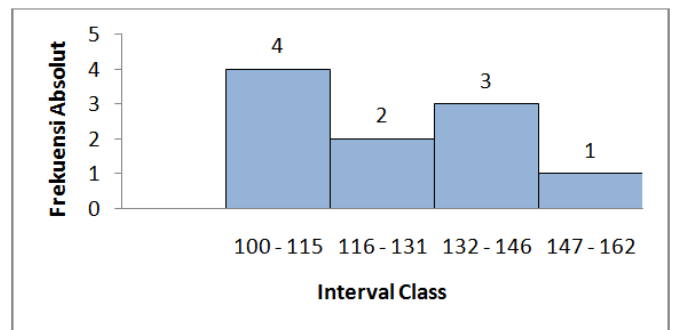
Pict 1. Histogram Results Pretest Cooperative Learning in Improving Shooting Skills

Data The final test results of cooperative learning learning in improving the shooting skills of MTsN 6 Model school students can be seen in the frequency distribution tab in Table 5 below.

Table 5. Distribution of Postest Cooperative Learning Frequency Learning in Improving Shooting Skills of MTsN 6 Model School Students

No	Interval Class	Frekuensi	
		Absolut	Relatif (%)
1	100 - 115	4	40.00
2	116 - 131	2	20.00
3	132 - 146	3	30.00
4	147 - 162	1	10.00
Amount		10	100

The frequency distribution of posttest cooperative learning results in improving shooting skills can be seen in the following histogram.



Pict 2. Posttest Cooperative Learning Histogram in Improving Shooting Skills

Normality tests were performed using the Lilliefors test. A summary of the results of the normality test can be seen in table 6.

Table 6. Test Results Normalities Test Cooperative Learning and Tactical Games in Shooting Skills

Grup	L ₀	L _{tabel}	Informasion
Cooperatif Pretest	0,133	0.258	Normal
Learning Posttest	0,149	0.258	Normal

The homogeneity test of variance is done to see the similarity of variance (diversity), whether the data comes from a homogeneous population or not. To test the homogeneity of

the variance is done by F test, the quotient is between large variance and small variance.

Table 7. Test Result of Homogeneity of Cooperative Learning Test Data

Grup	F ₀	F _{table}	Informasion
Cooperatif Learning	1,37	2,97	Homogen

Results from data processing with t test, cooperative learning in improving shooting skills is significant. This is shown in the first hypothesis test. Based on calculation by using t-test, obtained tcount = 7,12 > ttable = 2,27 at 5% significance level. For a summary of the results of the first hypothesis calculation can be described as follows

Table 8. Summary of Hypothesis Testing Calculations

Class	N	Average	SD	T _{count}	t _{table}
Pre Tes	10	100,47	17,91	7,12	2,27
Pos Tes	10	124,09	21,00		
conclusion		t _{count} > t _{table} = Signifikan			

DISCUSSION

Results from data processing with t test, cooperative learning in improving shooting skills is significant. This is shown in hypothesis testing. Based on calculation by using t-test, obtained tcount = 7,12 > ttable = 2,27 at 5% significance level. The results can be interpreted that the results of training using cooperative learning can improve shooting skills, can be shown that t count is greater than ttable. Cooperative learning can be used in exercises to improve shooting skills.

Conclusion

Based on the results of research and discussion then the conclusions that can be taken in this study are: Effectiveness of cooperative learning learning model significantly improve the skills of football shooting technique MTS N6 School Students Model Padang City. Based on calculation by using t-test, obtained tcount = 7,12 > ttable = 2,27 at 5% significance level. this research to be a guide and reference for the school's teacher and trainer in SSB (football school) in the practice of improving shooting skills in order to use cooperative learning learning model.

This is because the learning model cooperative learning shooting skills of students / athletes increases, because the exercises given in accordance with the training program provided and easy to do by students / athletes. Thus it can be said that cooperative learning model can improve the skills of football shooting technique of school students MTSN 6 Model city of Padang.

Ancknowledgment

Acknowledgments to those who have supported the implementation of this research, to Bung Hatta University in research fund providers, and MTSN 6 Model Padang as research subjects.

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