

Improving Passing Learning Outcomes for Mentally Disabled Children through Command Learning Methods in Football Games

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ABSTRACT

The low learning outcomes for passing in class body weight position is not forward. The aim of this research is to find out whether the use of the command learning method can improve the learning outcomes of basic passing techniques for mentally retarded children. The population and sample in this study were students with intellectual disabilities in class X SMALB, totaling 4 students. This research is Classroom Action Research. The data collection techniques used were performance tests, student and teacher observation sheets. Data were analyzed by exposure between cycles. Based on the initial data results, the average student score was 65.25. Learning improvements in cycle I, the average student score rose to 75.5 or 10.25%. Learning improvements in cycle II saw an increase in the average student score by 81 or an increase of 5.5%. The research results in cycle II showed that there was a significant increase in classical completeness compared to cycle I with scores having reached the Minimum Completeness Criteria (KKM 75).

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1. INTRODUCTION

Physical education is one of the components of education that must be taught in schools. No education is complete without physical education because physical education can play a role in forming a complete human being, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, healthy lifestyle aspects and the introduction of a clean environment through selected physical, sports and health activities that are planned systematically in order to achieve national education goals.

In physical education, there is the sport of football which is included in the main material of physical education. Through the game of football a child is taught to working together,

obeying regulations, discipline and responsibility in carrying out duties, struggle and sacrifice for success (Komarudin & Prabowo, 2020). Currently, the game of football is played in almost all countries of the world because the game of football is a fun sport, (Ashfahany et al., 2017; Barba-Martin et al., 2020; Siedentop et al., 2019). The game of football is a team sport (team), as well as a game for competitions or performance sports arenas. Therefore, it requires a game that has good technical skills.

In the game of soccer, there are several techniques that a soccer player must master in order to play well and correctly. The basic techniques are: 1) kicking, 2) dribbling, 3) passing, 4) holding, and 5) shooting (Ashfahany et al., 2017; Sudarmono et al., 2013; Surati et al., 2012). From these five basic techniques, the author intends to conduct research on passing using the inside of the foot. Passing is a basic technique taught to novice players. The passing technique involves several movements of the body parts, namely: standing facing the target, placing the foot that supports the balance next to the ball, directing the foot towards the target, shoulders and hips straight with the target and bending the knee of the foot, swinging the leg that will kick backwards, placing the foot in a sideways position, arms outstretched to maintain balance, head does not move, focus attention on the ball, body above the ball, swing the leg that will kick forward, keep the leg straight, kick the center of the ball with the inside of the foot, move your body weight forward, continue the movement in the same direction as the ball and the final movement is smooth, (Siedentop et al., 2019).

Based on field observations, it is known that the passing ability of class X SMALB mentally retarded students is still low, many of them are not able to pass perfectly. The mistakes made include: 1) the position of the feet to maintain balance away from the ball, 2) the shoulders and hips are not aligned with the target, 3) there is no leg swing to kick backwards, 4) the head moves when passing, 5) the body is not above the ball and, 6) the position of the body weight is not forward (Asrori & Rusman, 2020; Byra, 2006; Grammenos et al., 2009; Light, 2012).

Thus it appears that the passing failure rate of mentally retarded students in class X SMALB is still quite large. Therefore, it is necessary to choose a learning method that suits the characteristics of mentally retarded students, including football players who are still at the learning/training level, namely the command learning method. This method is an appropriate approach, because the command method is a stimulus given by the teacher in initiating a movement to display the movement according to the teacher's example. Therefore, to find out this, it needs to be proven through classroom action research. Based on the description of the background to the problem above, the researcher is interested in conducting research with the title "Improving Passing Learning Outcomes Using the Command Learning Method in Football Games for Children with Mental Disability Class X SMALB".

2. METHODS

This research was conducted to see how to improve student learning outcomes in inside leg passing using the command learning method, thus this research is Classroom Action Research (PTK), because it aims to improve and increase the quality of practice in the learning process and outcomes. This research uses a cycle model consisting of two cycles which are described in the Learning Implementation Plan (RPP). Each cycle goes through the stages of planning, implementation, observation and action reflection.

1. This planning is based on initial reflection (preliminary observation) as described in the background of the research. The following are the activities carried out at this level. 1) Determine cycle I which will be held twice, 2) Prepare the syllabus and RPP, 3) Prepare the equipment needed in learning, 4) Prepare the evaluation sheet, 5) Prepare the observation sheet.

2. Action, in learning the teacher applies learning by modifying the image media for each material presented and demonstrated by the teacher and the students pay attention and try it directly
3. Observation, namely the teacher directly sees and pays attention to what the students have demonstrated during direct learning
4. Reflection, namely the results of observations and tests are immediately analyzed so that several conclusions can be taken into consideration in the implementation of the second cycle.

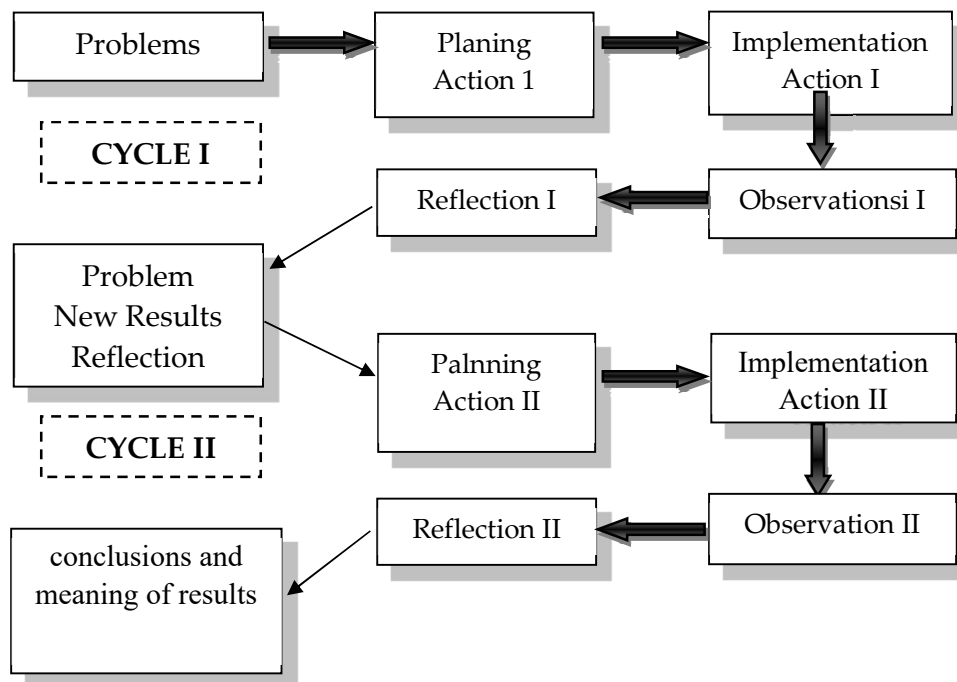


Figure 1. Cycle and its stages

Source: (Asrori & Rusman, 2020)

3. FINDINGS AND DISCUSSION

The research carried out using the command learning method was carried out on mentally retarded students in class X SMALB specifically for physical education subjects, with a total of 4 students. This research was conducted on basic passing technical skills in the game of football.

Preliminary Test Results for Basic Ball Passing Techniques for Class X SMALB Students with Intellectual Disability

Based on initial data on learning basic passing techniques for mentally retarded students in class To see more clearly the students' completeness in this initial test, see the following table:

Table 1. Student Completeness in Preliminary Test

No	Interval	Category	Frequency	Percentage (%)
3	50-69	Pretty good	3	75%
4	70-89	Good	1	25%
Amount			4	100%
Rate-Rata			65,25	
Category			Pretty good	

Source: research data

From the table above, it can be seen that the percentage of the initial test for mentally retarded students in class %, can be presented in the form of an image or graph as follows:

Cycle I Test Results on Basic Ball Passing Techniques for Class X SMALB Students with Intellectual Disabilities

Cycle I consisted of 2 meetings and one cycle review. The reason why the first cycle test was held after the second meeting was finished was because at the first meeting the researcher only wanted to see the students' absorption of the material being taught and whether students could respond to learning using the command method with the material taught. The same. The results of the mentally retarded students in class

Table 2. Frequency Distribution of Cycle I Data Learning Results of Basic Techniques for Passing the Ball in the Football Game of Tungrahita Class X SMALB Students

No	Interval	Category	Frequency	Percentage (%)
1	10-29	Not good	0	0%
2	30-49	Not good	0	0%
3	50-69	Pretty good	2	50%
4	70-89	Good	1	25%
5	90-100	Very good	1	25%
Amount			4	100%
Rate-Rata			75,5	
Category			Good	

Source: Research Data

Table 3. Student Completeness in Cycle I

No	Interval	Category	Frequency	Percentage (%)
1	90-100	Complete	1	25%
2	70-89	Complete	1	25%
3	50-69	Not Completed	2	50%
Amount			4	100%
Rate-Rata			75,5	
Category			Good	

Source: Research Data

From the table above it can be seen that the percentage of completeness of abilities of mentally retarded students in class following:

Cycle I Reflection

The final stage of PTK implementation is reflection, the aim is to find out strengths and weaknesses during learning using the command method. Reflection for performance tests on basic ball passing techniques in cycle I is the average acquisition of basic ball passing technique abilities for mentally retarded students in class "Good" category. Namely 2 students in the "Good enough" category or 50%, then in the "Good" category there was only 1 person or 25%, and only 1 student achieved completion with a percentage of 25% in the "Very Good" category. Paying attention to the weaknesses above, teachers should focus on students who seem difficult and hesitant to understand and practice basic ball passing techniques properly and correctly. Then the teacher observes the responses made by the students, so that the teacher can correct the students' abilities in carrying out basic passing techniques.

Therefore, the researcher tried to carry out a follow-up by holding cycle II for basic ball passing techniques for mentally retarded students in class X SMALB

Cycle II Test Results on Basic Techniques for Passing the Ball in the Football Game for Class X SMALB Students with Mental Disabilities

From the research data above, the test results in cycle II of the basic technique of passing the ball in the game of football for mentally retarded students in class "Fairly Good" category listed in the table below.

Table 4. Frequency Distribution of Cycle II Data Basic Techniques for Passing the Ball in Football Games for Students with Mental Disabilities Class X SMALB.

No	Interval	Category	Frequency	Percentage (%)
1	10-29	Not good	0	0%
2	30-49	Not good	0	0%
3	50-69	Pretty good	1	25%
4	70-89	Good	1	25%
5	90-100	Very good	2	50%
Amount			4	100%
Rate-Rata			81	
Category			Good	

Source: Research Data

For more details, see the following table:

Table 5. Cycle II Student Completeness

No	Interval	Category	Frequency	Percentage (%)
1	90-100	Complete	2	50%
2	70-89	Complete	1	25%
3	50-69	Not Completed	1	25%
Amount			4	100%
Rate-Rata				81
Category				Good

Source: Research Data

From the table above, it can be seen that the percentage of students with intellectual disabilities in class pictures or graphs as follows:

Cycle II Reflection

Obtaining cycle II data on basic ball passing techniques for mentally retarded students in class X SMALB with an average in the "Good" category. It can be seen that there was 1 student who was able to obtain a completion score with a percentage of 25%, and 2 students with a score of "Very Good" in cycle II, there was a significant increase in classical completion compared to cycle I. With the individual scores obtained, the students had achieved Minimum Completeness Criteria (KKM 75).

Data analysis

The data obtained from the initial test, cycle I to cycle II experienced a significant increase. In the initial test, 1 student completed it, in cycle I 2 students completed it, and in cycle II there were 3 students who completed it. For more details, see the following table:

Table 6. Frequency Distribution of Increasing Student Completeness

Initial Test	Mean		Information
	Cycle I	Cycle II	
65,25	75,5	81	There has been an increase

Source: Processed Research Data

The completeness of the learning outcomes of mentally retarded students in class

Table 7. Completeness of Student Abilities from Preliminary Tests, Cycle I, Cycle II

Learning	Criteria	Amount	%
Initial Test	Complete	1	25%
	Not Completed	3	75%
Cycle I	Complete	2	50%
	Not Completed	2	50%
Cycle II	Complete	3	75%
	Not Completed	1	25%

Source: Processed Research Data

From the table above it can be seen that the percentage of mastery of the abilities of class Student completion in the initial test, cycle I, and cycle II can also be presented in the form of pictures or graphs as follows:

Discussion

From the results of the initial test data analysis, it appears that only 1 student was able to carry out basic ball passing techniques well, this happened due to the teacher's lack of mastery of the material so that it was interesting to the students. Furthermore, in cycle I of this research, the command learning method began to be applied in the hope of improving learning. This is proven by the changes that have been made to attract students' interest in carrying out the basic inside leg passing technique, this can be seen from the increase in the number of students who completed the initial test of 1 person to 2 people in cycle I. However, there are weaknesses in the implementation in this cycle, including: students are still unsure and feel unable to carry out ball passing techniques using the command method, but the teacher continuously motivates students by repeating and re-demonstrating basic ball passing techniques using the command learning method.

In cycle II, the ability of basic ball passing techniques for mentally retarded SMALB students increased by the end of cycle II to 3 people in the complete category. Even though individual completeness has not been achieved as a whole, classical completeness has been achieved. In this way, the Classroom Action Research carried out by researchers to achieve completeness in student learning has been achieved. The teacher prepares a set of teaching and learning activities which generally relate to form, tempo, sequence, frequency, intensity, assessment and learning objectives (Asrori & Rusman, 2020; Byra, 2006; Memmert, 2015). The teacher determines the form of a signal or command in the form of verbal or the form of a flag symbol, applause, and whistle (Komarudin & Prabowo, 2020; Memmert, 2015; Sudjana, 2010). When the teacher demonstrates learning activities in the form of movements or commands, this demonstration can be carried out by the teacher himself or a model taken from a clever student or someone else and, prepare the students to receive the command to carry out the movement according to the teacher's command and the movement is carried out. over and over again, (Sudarmono et al., 2013). According to (Sudjana, 2010): "Learning Outcomes are the abilities that students have after they receive their learning experience (Wein, 2007) that: Passing is passing or passing the ball to a friend. Good and correct passing is very necessary in the game of football, because by mastering this technique it makes it easier for our friends to receive the ball. There are three basic techniques for passing the ball over the surface of the court: inside-of-the-foot (with the inside of the foot), outside-of-the-foot 9 with the side of the foot), and instep (with the tortoise foot).

According to (Prasetyo et al., 2021), that: Command learning method. Basically, the theory underlying this method is stimulus response learning theory, namely that stimulus (stimulus) X will produce a response (actor's reaction) Y.(Grammenos et al., 2009; Light, 2012; Soltani & Morice, 2020) states "Children with mental retardation are children whose

intelligence is far below average, which is characterized by limited intelligence and incompetence in social interactions. Based on this research, it is clear that the command learning method can improve passing learning outcomes for mentally retarded students in class X SMALB.

4. CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the application of the command method learning can improve learning outcomes in the passing game of football for class X SMALB students. In the initial learning test, it can be seen that the average student score is 65.25 or below the KKM. Learning improvements in cycle I, the average student score rose to 75.5 or an increase of around 10.25%. However, there were still 2 students who got an average score below the KKM. This is because the learning methods used by teachers are not yet varied. So learning improvements were carried out again in cycle II with varied learning materials and learning methods resulting in an increase in the average student score by 81 or an increase of 5.5%.

3) Other researchers or teachers who will conduct further research, the results of this research can be used as a basis for carrying out better research.

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