Students’ Perception of the Game of Football in Physical Education Learning at the Junior High School Level of Pemulutan Sub-District

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Abstract: This study aims to determine students’ perceptions of football games in physical education learning at the junior high school level. Based on (1) students’ perception of knowledge about the game of soccer, (2) perception of the teacher’s teaching style, (3) perception of the media used is easy to use. This research is descriptive quantitative research. The results of this study showed that (1) students’ perception of knowledge about the game of soccer obtained a score of 86.7% with a very good category, (2) the perception of the teacher’s teaching style obtained a score of 82.50% with a good category, (3) perception of the media used obtained a value of 80% with a good category, (4) Student perceptions of the need for the development of football game models in physical education learning obtained a score of 95% with a very positive category. The results of this study show that students’ perceptions of the development of football games in physical education learning at the junior high school level are positive, for that it is necessary to develop football games in physical education learning in order to create innovative and varied learning.

Keywords: Football, Physical Education, Students’ Perception

A. Introduction

Physical education, sports and health are essentially an educational process that utilizes physical activity to produce holistic changes in individual quality both in terms of physical, mental, and emotional (Aguss, 2020). Physical education, sports and health learning focuses more on physical activities, in order to form students who have health, fitness, and skills in various physical activities without forgetting cognitive and affective aspect (Santoso, 2009) Nevertheless, there is one peculiarity and uniqueness of physical education, sports and health that other educational programs do not have, namely in terms of the development of the psychomotor area, which is usually associated with the aim of developing the physical fitness of the child and the achievement of his movement skills.

Physical education learning requires good learning management from physical education teachers which includes: management of teaching material presentation, teaching assignment management, environmental management and learning atmosphere. Physical education and health are a part of education that prioritizes
physical activity and the development of mentality, attitudes and actions of healthy living through a process of physical activity, which is designed and arranged systematically, to stimulate growth and development, improve physical abilities and skills, intelligence in character formation, and positive attitude values for every citizen in order to achieve educational goals (Aenon et al., 2020).

The implementation of the physical education learning process in schools, teachers always face students with different levels of proficiency/intelligence, attention, interest, talent or readiness to receive different lessons. The movement will always be found in daily activities including when carrying out activities in physical education at school. If students have good basic movement skills, it will encourage their consistency patterns in doing physical activity (Kurniawan, 2018) One of the physical education learning materials that students like and like, especially at the First Junior School level, is the game of football. The goal of the soccer game is that players put as many balls as possible into their opponent’s goal and try to keep their own goal, so as not to concede (Hasbullah, 2020). The game of soccer is accepted as an interesting, cheap and exciting game sport that can be done anywhere and anytime. This sport seems to be a forum of unity for all nations in the world which incidentally have diverse backgrounds (Ginanjar et al., 2015) The development of science and technology that is increasingly advanced makes the game of soccer not only used as a medium of entertainment that can be used as fun and as a medium to melt the right atmosphere for any conversation, but the sport of football has led to a medium of education and the highest achievement.

Physical freshness is a manifestation of a person’s functional loyalty to do a certain job with good or satisfactory results (Wirnantika, et al., 2017). Therefore, physical freshness is used as a health parameter and a measure of maximum aerobic strength and Cardiorespiratory freshness of a person (Gumantan & Fahrizqi, 2020). Meanwhile, according to (Nuryadi & Rahmawati, 2018), physical freshness is part of the process of fostering physical condition. Physical condition is one of the main elements in coaching sports achievements. For this reason, good knowledge of coaching and physical condition training is needed. Physical activity that is carried out regularly will affect a person’s physical freshness.

In learning soccer, students must also be able to master the technique in doing soccer games. The ability of students to play the ball will greatly help their performance in playing soccer while learning. Therefore, every student must carefully study the elements of technique with the ball. With a good mastery of basic techniques, students can perform games that stand out collectively and individually. Not only mastering it, but it is necessary to do continuous learning.
Cognitive skills include the development of knowledge and understanding, and the ability to apply learned information in new situations (Albertin et al., 2018). This study explores the relationship between primary school physical education and physical activity as sites for the practice of physical activity of Irish primary school children Understanding how children make connections (Parker & Melissa, 2018).

Based on curriculum 3.1 Understand the concept of specific motion in various simple and/or traditional big ball games, 4.1 Practice specific motion in various simple big ball games. Basic movement learning by the teaching teacher in junior high school is carried out in accordance with the competency standards and basic competencies of a learning material and begins to be taught since students are still grade VII. Learning carried out by teachers requires a varied and interesting game model, which supports in improving students’ basic techniques in the game of soccer. Thus, it is necessary to conduct a preliminary study to determine students’ perceptions related to learning the game of soccer at the junior high school level.

B. Methods

This research is descriptive quantitative research. This research was conducted in the junior high school of Pemouohan District, Ogan Ilir Regency. The subjects of this study were 30 students. Research used in the form of questionnaires contains a number of questions that must be answered by respondents (Maksum, 2008). The results of the research data are based on (1) students’ perceptions of knowledge about the game of football, (2) perceptions of teachers’ teaching styles, (3) perceptions of the media used are easy to use, (4) students’ perceptions of the need to develop football game models in physical education learning. The results of the data from the filled questionnaire are then presented with (Sugiyono, 2015) the formula used to process the data is as follows:

\[ P = \left( \frac{X}{X_i} \right) \times 100\% \]

Explanation:
- \( P \): Percentage of evaluation results on trial subjects
- \( X \): The number of score answers by the test subject.
- \( X_i \): The maximum number of answers in the assessment by the test subject.
- \( 100\% \): Constant

To facilitate conclusions on the results of the analysis of the percentage level of attractiveness and convenience of product development, classification criteria are set.

<table>
<thead>
<tr>
<th>Percentage Category</th>
<th>Explanation</th>
<th>Category</th>
</tr>
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<tbody>
<tr>
<td>80-100%</td>
<td>Very Good</td>
<td>Can be used without revision</td>
</tr>
<tr>
<td>61-80%</td>
<td>Good</td>
<td>Can be used with minor revisions</td>
</tr>
<tr>
<td>41-60%</td>
<td>Middle</td>
<td>Not suitable for use it is recommended not</td>
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<tr>
<td>21-40%</td>
<td>Weak</td>
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<tr>
<td>0-20%</td>
<td>Very Weak</td>
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C. Results And Discussion

Analysis of research data was obtained based on questionnaires distributed to students with four indicators using the Guttman scale with the results of calculating the frequency of answers, the average score was based on (1) students’ perception of knowledge about the game of soccer obtained a score of 86.7% with a very good category, (2) the perception of the teacher’s teaching style obtained a score of 82.50% with a good category, (3) perception of the media used obtained a value of 80% with a good category, (4) students’ perception of the need to develop a football game model in physical education learning obtained a value of 95% with a very positive category, which means students agree if a football game model on physical education learning is developed.

Based on the foregoing, it can be concluded that students’ perceptions of football game development in physical education learning are of positive value. The learning approach through games will help students transfer the knowledge that will be provided by the teacher more fun and more interactive (Lanos et al., 2021). Football as one of the big ball game materials will later be applied in the learning process of health educators, but in the form of the game will be packaged which minimizes such things both in infrastructure and field facilities that will be used for learning in schools (Aguss, 2020). This learning is also carried out directly between students and teachers in the transfer of knowledge, direct learning can be defined as a learning model where teachers transform information or skills directly to students (Afandi, 2016). This can increase perception and enthusiasm in learning so that students in learning football.

D. Conclusion

Student’s perceptions of the learning model of the game of soccer in physical education learning to be developed are positive and more meaningful. This shows that students understand the main concepts and needs in learning through innovative and fun games with elements of soccer learning that are tailored to student characteristics. Based on this, the soccer game learning model can answer obstacles regarding students’ difficulties in learning soccer games.

E. Acknowledgment

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