

RESEARCH ARTICLE



# Enhancing the learning of fundamental football techniques: A Study on elementary school students

Muhammad Furqan<sup>1</sup>✉, Meriza Faradilla<sup>2</sup> and Khairul Rizal<sup>1</sup>

<sup>1</sup>Department of Physical Education, Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

<sup>2</sup>Department of Science Education, Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

<sup>3</sup>Department of Physical Education, Universitas Islam Kebangsaan Indonesia, Bireuen, Indonesia

## ABSTRACT

This study aims to enhance the understanding of elementary school students at SDN Lamklat, Aceh Besar, regarding fundamental football techniques, including dribbling, kicking, and passing. A Classroom Action Research (CAR) approach was employed and conducted in two cycles comprising planning, implementation, observation, and reflection phases. The study involved 25 fourth-grade students as participants. Data were collected through skill tests, questionnaires, and observation sheets. The findings revealed a significant improvement in the mastery of basic football techniques. In the first cycle, 65% of students achieved satisfactory mastery with an average class score of 70. By the second cycle, 85% of students reached satisfactory mastery, with an average class score of 85. Practice- and game-based learning effectively boosted students' motivation and skills. Therefore, teaching fundamental football techniques using more interactive and contextual methods positively impacts student abilities. Similar methods are recommended to enhance skills in other sports disciplines.

## KEYWORDS

Football, fundamental techniques, learning, classroom action research

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## 1. Introduction

Football is one of the most popular sports in Indonesia and worldwide. This sport is physical exercise and builds character and team spirit. Learning basic football techniques at the elementary school level is very important to improve students' motor skills and instill the values of cooperation and sportsmanship (Kurniawan,

**CORRESPONDING AUTHOR** Muhammad Furqan ✉ [epifauzi234@gmail.com](mailto:epifauzi234@gmail.com) 📧 Department of Physical Education, Universitas Bina Bangsa Getsempena, Banda Aceh, Indonesia

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2020). Therefore, to ensure that students can master the basic techniques of playing football, effective learning strategies must be implemented (Hidayat & Saputra, 2024).

Prasetyo (2021) states that students' basic skills to play football, such as dribbling, kicking, and passing, must be mastered. Learning basic techniques, however, often faces challenges such as inadequate facilities, limited practice time, and uninteresting learning methods. This causes students to become unmotivated and not achieve the expected mastery.

Elementary school sports learning should be done in a fun and interactive way. Game-based methods have been shown to increase students' motivation and athletic skills (Nugroho & Setiawan, 2019). This method helps students learn game techniques and strategies in a fun atmosphere. As a result, learning innovations are needed to overcome the problems of learning basic football techniques.

According to Widyastuti et al. (2022), practice-based learning allows students to participate in direct experiences actively and can improve their learning outcomes. This is also in line with the theory of kinesthetic learning, which emphasizes that physical activity is more effective in teaching motor skills than theoretical methods.

Learning basic football techniques also depends on the role of the teacher. It is expected that teachers can create a supportive learning environment, provide constructive criticism, and encourage students to keep trying. A study conducted by Rahmawati (2023) showed that students' success in mastering basic sports skills was greatly influenced by the active role of teachers in conducting sports learning.

This study aimed to improve the learning of basic football techniques for fourth-grade students of SDN Lamklat, Aceh Besar. By using an interactive and practice-based approach, students are expected to more easily understand and master basic football techniques and improve their game skills.

## **2. Literature review**

Learning basic football techniques is important in developing students' motor skills at the elementary school level. To play well, students must master basic techniques such as dribbling, kicking, and passing (Prasetyo, 2021). Kurniawan (2020) stated that mastering good basic techniques improves students' ability to play and increases their confidence in playing the game.

## ***2.1. Literature review***

Practice-based methods can be used to teach the basics of football. This method involves students playing on a live field to improve their skills. According to Widyastuti et al. (2022), practice-based learning methods effectively improve students' motor skills by allowing for direct experience. In addition, Nugroho & Setiawan (2019) found that practice-based learning with a game approach can increase students' desire to learn.

## ***2.2. Game-based approach***

The strategy known as the game-based approach aims to create a fun learning environment. Students are more motivated and active when sports lessons are packaged in games (Nugroho & Setiawan, 2019). This method not only teaches students techniques but also teaches them athletic values, teamwork, game strategies, and game values.

## ***2.3. The role of teachers in sports learning***

The role of the teacher as a facilitator is very important in creating a supportive learning environment and providing useful feedback, according to Rahmawati (2023). Teachers are also responsible for encouraging students to continue to improve their skills.

## ***2.4. Challenges in learning basic football techniques***

Learning basic football techniques has many advantages, but there are some obstacles. These include limited facilities, practice time, and a lack of learning aids. Prasetyo (2021) emphasized that innovation in sports learning is essential to address these issues. Game-based or technology-based approaches can make classes more engaging and effective.

## **3. Methods**

### ***3.1. Type of research***

Classroom Action Research (CAR) was conducted to improve the learning of basic techniques of SDN Lamklat, Aceh Besar fourth-grade students. CAR was conducted in two cycles, with planning, implementation, observation, and reflection as its components (Kemmis & McTaggart, 1988). This study involved 25 fourth-grade students of SDN Lamklat, Aceh Besar. The choice of subjects was based on initial observations showing that students did not master basic football techniques. The

study was conducted on SDN Lamklat, Aceh Besar's school field, from October to November 2024. The learning process was carried out in real conditions, with a schedule adjusted to teaching and learning activities at school.

### ***3.2. Research procedures***

The study was conducted in two cycles. Cycle I planning included creating a practice-based learning plan for basic football techniques, preparing observation sheets, and creating a skill test instrument. Cycle I implementation included implementing lessons focusing on dribbling and kicking techniques. Cycle I observation included monitoring student activities using observation sheets. Cycle I: Reflection: Evaluating learning outcomes and determining improvements for the next cycle. Cycle II: Planning: Improving the learning plan based on reflection from cycle I, with an additional focus on passing techniques. Game-based learning was used to improve student skills. Observation: Examining student activities during learning and testing their skills. Reflection: Evaluating the results of cycle II to evaluate the effectiveness of learning

### ***3.3. Research instruments***

The study used the following instruments: an observation sheet, recording student activities during learning; a skill test, measuring how well students master basic football techniques; and a student questionnaire, measuring students' motivation and response to learning.

### ***3.4. Data analysis***

Qualitative and descriptive analyses were used to analyze the data obtained. Quantitative analysis measured the improvement of student learning outcomes based on skill test scores. Qualitative analysis analyzed student activities and their responses to learning.

## **4. Results and discussion**

This research was conducted in two cycles. The following are the results obtained from each cycle.

#### **4.1. Cycle I**

In the first cycle, the methods of dribbling and kicking were discussed. Observations showed that most students were not proficient in using these two methods. The minimum mastery criterion of 75 was only met by 60% of students. This happened because students did not have direct experience and did not pay attention to basic techniques when playing. However, students showed increasing interest in practice-based learning.

#### **4.2. Cycle II**

The second cycle discusses the technique of passing the ball. The teacher uses a more interesting game-based method to increase students' desire. The results of the observation showed that students were more involved in learning. The skills test showed that the interactive learning method improved the mastery of basic football techniques. 88% of students managed to achieve the minimum mastery criterion

### **5. Discussion**

The results of this study support previous findings that practical learning can improve students' motor skills. According to Widyastuti et al. (2022), learning methods with direct experience can help students understand and master sports skills better. Students who actively practice football on the field have better motor skills than students who only learn theory.

The game-based method in the second cycle also proved effective in increasing student motivation. Learning packaged with games increases students' enthusiasm and motivation to learn, according to Nugroho & Setiawan (2019). Cycle II showed students who were more active in following lessons and trying harder to learn basic football techniques.

In addition, the increase in student participation and learning outcomes in cycle II shows the role of teachers in creating a supportive learning environment. Rahmawati (2023) emphasized that teachers who can provide constructive criticism and create a positive learning environment can improve student learning outcomes. In this study, teachers helped and encouraged students directly, which impacted their ability to improve.

This study's results align with the conclusion of Prasetyo (2021), which states that game-based and practice-based sports learning methods can help students learn

basic techniques. The success of this study also shows that a learning approach involving physical activity and social interaction improves student learning outcomes, especially in terms of mastery of motor skills. Thus, this study shows that elementary school students can gain mastery of basic football techniques by using a practice-based and game-based learning approach. This important approach should be applied consistently in sports learning to achieve optimal learning outcomes.

## 5. Conclusion

The study results indicate that practice-based learning and game approaches effectively improve students' mastery of basic football techniques at SDN Lamklat, Aceh Besar. The results of the student skills test showed a significant increase. The percentage of students who achieved the minimum mastery criterion increased from 60% in cycle I to 88% in cycle II. The learning method can also increase student motivation and participation in sports learning. The game method encourages students to practice actively and creates a fun learning atmosphere.

According to observations, students are more physically and emotionally involved during learning. This study shows that innovation in sports learning is very important, especially if it involves an approach that supports active student participation and direct experience. Teachers will be able to continue developing innovative approaches in sports learning to improve student learning outcomes and instill skills that are useful for their future lives. Therefore, this study provides a practical contribution to sports teachers.

## Conflict of interest

The authors declare that they have no conflict of interest.

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## ORCID

Meriza Faradilla  <https://orcid.org/0009-0009-0284-629X>

Khairul Rizal  <https://orcid.org/0009-0008-3201-5641>

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