

Implementation of Moving-goal Football Model in Sports and Health Education

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Abstract—The background of this research is the need to create a new learning model in sports and health education that is more effective. This study aims to produce a learning model in the form of goal football games engaged in physical education, sports and health. The method used is development research from Borg and Gall that has been modified, namely (1) conducting preliminary research, (2) developing the initial product form, (3) evaluating experts using one physical education expert and one learning expert, and testing small group, (4) first product revision, (5) field test, (6) final product revision, (7) final result of modification of football model produced through revision of field test. Data from research results in the form of product quality, suggestions for product improvement, and results of filling out questionnaires by students. Data collection was carried out using questionnaires obtained from expert evaluations, small group trials (12 students), and field tests (32 students). The data analysis technique used is descriptive in the form of a percentage to reveal the psychomotor, cognitive, and affective aspects of students after using the product. From the results of the trial obtained expert evaluation data, namely from the two experts stated that the learning model of the moving-goal game was in the category of good assessment. In the small group trial the results were 81% (good), and in the field trials 89% (good). From the results obtained, it can be concluded that the model of this moving-goal football game can be used for junior high school students. Based on the results of this study, teachers of physical education in sports and junior high school health are encouraged to use the product model of moving-goal football so that learning becomes more effective.

Keywords—*moving-goal football; sports education; health education*

I. INTRODUCTION

Physical education is an educational endeavor using the activities of large muscles until the educational process that takes place is not hampered by impaired health and body growth. As an integral part of the whole education process, physical education is an endeavor that aims to develop organic areas, intellectual, and social [1-3]. Football is the most popular

physical game and is very popular with Indonesian people, because football can be played by all people. In addition, the facilities and infrastructure of football games can also be easily searched or modified. Almost in every school in each city has a field that can be used to play football. In fact, an empty field can also be used for this game. In terms of infrastructure such as goal and ball can also be easily made or bought. So, football is a sport and game that almost all ages can enjoy. Football is a team game; each team consists of eleven players, one of which is the goalkeeper. This game is played using legs unless the goalkeeper is allowed to use his hands and in today's development football can be played on the outside field as well as in a closed field or room [4].

Football with a moving-goal is one modification of the game of football that uses a small field measuring 20 meters long and 12 meters wide, the number of players is 6 people each team, with a time of 2 times 10 minutes. How to play this game, a player cooperates with his team mates to try to put the ball into a 0.6-meter diameter goal that is driven by his team mate's keeper, who is in the opponent's field, so that it will be more interesting and effective in learning physical education. Here we create and apply the football modification with moving-goal to know the improvement of learning outcomes in sport and learning education at high school level. The purpose of this research is to evaluate the learning outcomes by implementation of moving-goal football in sports and health education.

II. METHOD

The method used is development research from Borg and Gall that has been modified, namely [5-7], (1) conducting preliminary research, (2) developing the initial product form, (3) evaluating experts using one physical education expert and one learning expert, and testing small group, (4) first product revision, (5) field test, (6) final product revision, (7) final result of modification of football model produced through revision of field test. Needs analysis is the first step in conducting this research. This step aims to determine whether or not the rules

for moving-goal football are needed. At this stage the researcher conducted observations in class VIII of the Bengkulu 8 Junior High School regarding the implementation of moving-goal football sports by conducting field observations about student activities. Data from research results in the form of product quality, suggestions for product improvement, and results of filling out questionnaires by students. Data collection was carried out using questionnaires obtained from expert evaluations, small group trials (12 students), and field tests (32 students). The instrument used to collect data is in the form of evaluation sheets and questionnaires. The evaluation sheet is used to collect data from football experts and learning experts. The questionnaire was used to collect data from expert evaluations and trials. The reason for choosing a questionnaire is the relatively large number of subjects so that data can be taken simultaneously and in a short time [7-9].

III. RESULTS AND DISCUSSION

The results presented in this development study included needs analysis, modified goal game football game, revision of moving-goal football game modification products, revision of final product modifications to movable goal football games, and final product productions of goal moves football, as seen in table 1 and figure 1.

To find out the learning problems that occur in the field, especially those related to the learning process of physical and sports education, as well as the form of solving the problem, a need analysis is needed. This activity is carried out by analyzing the learning process that takes place in the field, conducting learning observations and conducting literature studies / literature studies. In accordance with the basic competencies in the material for big ball games, especially football for students of class VIII of Junior High School 8, it is stated that students can practice the basic techniques of playing

big balls with rules that are modified to foster a sense of cooperation and tolerance. The fact that there is the learning process of big ball games, especially football games in junior high schools is still far from the attitude of cooperation and tolerance which is one of the goals of physical education activities [10-12].

Based on the preliminary studies that the authors did; sports and health physical education teachers have faced obstacles in the learning implementation of large-ball game especially football games because of the unavailability of adequate infrastructure. Therefore, it takes a creative step from sports and health physical education teachers to modify the game of football using the facilities and infrastructures that already exist in the school so that all basic competencies in learning physical sports and health education can be taught to students. The results showed that the small group trials yielded 81%, which were in the good category, and in the 89% field trials were also in the good category. Given the time it takes to practice physical education in sports and health is relatively short, students are at least directed to have physical fitness, pleasure in doing physical activities and sports (an active and healthy lifestyle), and obtaining educational values needed for students for the provision of life now and in the future [13].

Effectiveness of physical education can be optimized by focusing on a lesser set of targets and establishing on individual and social duty in the affective, psychomotor, and cognitive aspects. Today’s children face more social problem and because of a growing number of at-risk school children, a curriculum which emphasis moral development, social growth, and emotional stability is essential [13-15]. The implementation of moving-goal football model in sports and health education is one of alternative as a fun and effective method to reduce the stress of children and in the same time improve children’s psychomotor, cognitive, and affective aspects [12].

TABLE I. PRODUCT SPECIFICATIONS OF MOVING-GOAL FOOTBALL

Normal Football	Moving-goal Football	Description
Field size of 110 m x 73.44 m	Field size of 20 m X 12 m	Area of the field adjusted to the number of players
11 players per team	6 players per team	The number of players is adjusted to the field
2 X 45 minutes	2 X 10 minutes	Players can be more active
15 minutes rest time	4 minutes rest time	Players can be more active
Throw into a field	Kick in the field	The game is more effective
Offside apply	Offside rules are not valid	Positioned players
Tackling and collision is allowed	Physical collision are not allowed	With a small field it is very susceptible to injury when doing tackling
Ball is made of leather	Smaller ball made of leather	With balls that lighter make the game more interesting, easier to kick according to the ability of the child in the
Form of a rectangle, with a length of 7.32 m and a width of 2.44 m	Goal shaped in a circle, with a diameter of 0.6 m	The goal is adjusted to the size of the field



Fig. 1. Scheme of moving-goal and its foot ball field.

IV. CONCLUSION

The final result of this development-research study is the product of sports and health physical education learning models through the modification of the moving-goal football game which is compiled based on needs analysis, expert evaluation, small group trials and field trials. Based on the analysis of the results of the research and discussion, it can be concluded that the product of sports and health physical education learning model through modification of the moving football game can be accepted and implemented in the learning process of physical and sports education in junior high schools due to improvement of learning goals. This conclusion is supported by the results of data from questionnaire about psychomotor, cognitive and affective aspects that are in good category.

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