

Primary school class students' understanding level regarding the game of football

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Abstract

The aim of this research was to determine the level of understanding of class VI students at Kejambon 2 State Elementary School regarding the big ball game of soccer. This research is a quantitative approach research using a survey method. The population of this research was 22 students in class VI of SD Negeri Kejambon 2. Data were collected using multiple choice tests. The data analysis technique uses descriptive analysis expressed in percentage form. The results of this research indicate that the level of understanding of class VI students at SD Negeri Kejambon 2 regarding the big ball game of soccer is 0 students (0%) have a very good level of understanding, as many as 3 students (13.70%) have a good level of understanding, as many as 9 students (40.90%) had a medium level of understanding, as many as 7 students (31.80%) had a low level of understanding, and as many as 3 students (13.60%) had a very low level of understanding.

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Introduction

Education is a process carried out consciously and planned to teach students and society to build dignified human character and civilization. (Pirman & Iratutisisilia, 2023) explains that education "is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals and the skills needed by themselves and society, nation and state (Rukiyati et al., 2008) Education is an important element that humans need in all parts of the world, including in Indonesia. One of the subjects that must be taught in schools is Physical Education, Sports and Health (PJOK). PJOK is a learning process through physical activity designed to improve physical fitness, develop motor skills, knowledge and healthy and active living behavior, sportsmanship, and emotional intelligence (Depdiknas, 2003). The scope of PJOK subjects at school includes aspects such as games and sports, development activities, gymnastics activities, rhythmic activities, water activities, and out-of-class education. The scope of

physical education subjects in the 2013 Curriculum is summarized from Minister of Education and Culture Regulation No. 22, 23, and 24 of 2016, namely: games and sports including traditional sports, games, athletics, martial arts, movement exploration, non-locomotor skills, and manipulatives and other activities. According to Darmawan et al. (2021), learning is aimed at various aspects, namely curriculum, learning methods, learning strategies and media, as well as increasing the professionalism of educators. This book describes the study and learning that is really needed by all parties, including educators, pupils, students and the general public. The big ball game taught to upper class students, namely the group of upper class students, is the game of football. Erfayliana & Wati (2021) stated that while for big ball games such as football, volleyball, basketball and others. In big ball games, the game of soccer is played more often compared to the material in which the game of soccer is played consisting of two teams whose aim is to score goals. Character education in Physical Education learning can be instilled through playing football, but because schools generally do not have

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football fields, Physical Education teachers must have creativity and innovation to overcome these limitations (Suryobroto & Jiménez, 2022). Aji et al. (2022) stated that football is one of the sports that is favored by today's society as a sport as well as recreation. This can be seen from everyday life where during holidays or free time, people often fill their time by playing football.

The game of football is a PJOK learning material that is definitely taught at Kejambon 2 State Elementary School. Football learning at Kejambon 2 State Elementary School takes place in odd semesters with a total of 4 face-to-face meetings divided into 1 hour of theory lessons and 2 hours of practical lessons. Based on the results of observations made by researchers at SD Negeri Kejambon 2, Sleman Regency, the learning process implemented at SD Negeri Kejambon 2, Sleman Regency is in accordance with the RPP, but students are still unable to understand the material taught by the teacher due to the cognitive component that supports success in the process. learning has not been included in the teacher's RPP. The problem that arises during learning is that the level of students' understanding of the big ball game material is lacking. Students do not yet know the meaning, techniques and rules of football. This is proven by the results of daily tests on PJOK subjects carried out by class VI students. Students' ability to understand and explain the game of football still does not meet the expected criteria. Therefore, to find out this, it is necessary to carry out research, with the title "Level of Understanding of Class VI Students of Kejambon 2 Elementary School regarding the Big Ball Game of Football".

Method

This research is a quantitative descriptive study regarding the level of understanding of class VI students at Kejambon 2 Elementary School regarding the big ball game of soccer. The research will use a quantitative approach using multiple choice tests. Scores from multiple choice tests are then managed and analyzed using descriptive statistics expressed in the form of categorization and percentages. Target/Research Subjects The population in this research was class VI students at SD Negeri Kejambon 2, totaling 22 students. So the population used as a sample in this research is population research. The research sampling technique is a total sampling technique, because the subjects to be researched are all class VI students at SD Negeri Kejambon 2, totaling 22 students. Instruments and Data Collection Techniques The instruments in this research

used multiple choice tests or knowledge tests. A multiple choice test is a test where each question item has more than one alternative answer. The analysis technique in this research uses quantitative descriptive analysis. The formula used to calculate the percentage of respondents who fall into a certain category is determined from the research data interval class for each aspect (Sudijono, 2015).

Results

Descriptive Analysis Results

Based on the analysis results obtained, they will be presented in several tables below. Table 1 will reveal the level of understanding of class VI students at SDN Kejambon regarding the big ball game, which can be seen in Table 1.

Table 1

Level of Understanding of Class VI Students of Kejambon 2 State Elementary School Regarding the Big Ball Game of football.

Score	Students	Category
13.6%	3	Very low
31.8%	7	Low
40.9%	9	Currently
13.7%	3	Good
0%	0	Very good

The results of the descriptive analysis aim to determine how high the level of understanding of class VI students at Kejambon 2 Elementary School is regarding the big ball game of soccer. The level of understanding of class VI students at Kejambon 2 State Elementary School regarding the big ball game of soccer is in the very low category at 13.6% (3 students), in the low category at 31.8% (7 students), in the medium category at 40.9% (9 students), 13.7% (3 students) in the good category, and 0% (0 students) in the very good category. Based on the average score of 18.18, the level of understanding of class VI students at Kejambon 2 State Elementary School regarding the big ball game of soccer is in the medium category.

The level of understanding of class VI students at SD Negeri Kejambon 2 regarding the big ball game of soccer based on the knowing factor is in the very low category at 18% (4 students), in the low category at 27% (6 students), in the medium category at 41% (9 students), in the good category at 14% (3 students), in

the very good category at 0.00% (0 students). Based on the average score of 9, the level of understanding of class VI students at SD Negeri Kejambon 2 regarding the big ball game of soccer based on the knowing factor is in the medium category (Table 2).

Table 2

Level of Understanding of Class VI Students at SD Negeri Kejambon 2 Regarding the Big Ball Game of Football Based on Knowing Factors.

Score	Students	Category
18%	4	Very low
27%	6	Low
41%	9	Currently
14%	3	Good
0%	0	Very good

Table 3

Level of Understanding of Class VI Students at SD Negeri Kejambon 2 Regarding the Big Ball Game of Football Based on Understanding Factors.

Score	Students	Category
18.1%	4	Very low
18.1%	4	Low
45.7%	10	Currently
18.1%	4	Good
0%	0	Very good

The level of understanding of class VI students at SD Negeri Kejambon 2 regarding the big ball game of soccer based on the understanding factor is in the very low category at 18.1% (4 students), in the low category at 18.1% (4 students), in the medium category at 45.7% (10 students), in the good category 18.1% (4 students), in the very good category 0% (0 students). Based on the average score of 3, the level of understanding of class VI students at SD Negeri Kejambon 2 regarding the big ball game of soccer based on the knowing factor is in the medium category (Table 3).

The level of understanding of class VI students at SD Negeri Kejambon 2 regarding the big ball game of soccer based on applying factors is in the very low category at 18% (4 students), in the low category at 27% (6 students), in the medium category at 41% (9 students), high category of 14% (3 students), very high category of 0% (0 students). Based on the average score of 7.35, the level of understanding of class VI students at SD Negeri Kejambon 2 regarding the big ball game of

soccer based on applying factors is in the medium category (Table 4).

Table 4

The level of understanding of grade VI students of SD Negeri Kejambon 2 regarding the big ball game based on the application factor.

Score	Students	Category
18%	4	Very low
27%	6	Low
41%	9	Currently
14%	3	Good
0%	0	Very good

Discussion

This research aims to determine the level of understanding of class VI students at SD Negeri Kejambon 2 regarding the big ball game of soccer. The research was conducted using multiple choice questions. Based on the results of the analysis, it shows that the level of understanding of class VI students at SD Negeri Kejambon 2 regarding the big ball game of soccer is included in the medium category. The research results show the medium category, this means that physical education learning about the big ball game of soccer still requires additional theoretical and practical training. Physical education learning facilities and infrastructure do not fully support learning the big ball game of soccer. If it is related to the results of previous research, there are similarities regarding the results of research regarding understanding the game of football. Rojali et al. (2021) said that Sadirman added that understanding is very important for students who study. Anggraeni (2021) explains that understanding the variations and combinations of specific movements in the game of soccer is a game that requires speed (not only physical but also speed in thinking), strength, and also understanding the basics of the game. Apart from that, understanding is also defined as understanding meaning, translation, making interpolations and interpreting learning and being able to express problems in one's own language. Virama et al. (2023) explains that To achieve optimal game understanding, the TGFU model is based on a representative and modified version of the game (Aji et al., 2022). TGFU is a game model based on the Tactical Games Model which provides a playing concept to improve the development of tactical skills and understanding required in a game competently. Hidayat et al. (2024) said that one of the

factors that influence low levels of achievement in football is the ability to understand the basic techniques of playing football. A player who does not master these basic techniques will never become a great player in playing football.

Maulana et al. (2023) said that football is a part of physical education so that all students are required to actively participate in learning. One way to achieve physical education learning objectives can be achieved through soccer learning activities because soccer is a team sport and is competitive. This means that this sport is played by eleven players who work together to defend their own goal. Students' and educators' understanding of good basic football techniques is still relatively low, even in terms of assessment instruments and learning methods (Syarif et al., 2024). Gunawan & Mahfud (2022) said that gaining an understanding of what to train and what not to train depends on the age of the students. Football School (SSB) is an organization in the field of sports, especially football, which has the function of developing the potential of athletes. Yuda, (2024) revealed that some elementary schools are not equipped with facilities such as soccer goals or basketball hoops, and the learning models used by educators tend to be monotonous, such as soccer and volleyball, which are often repeated. Lamusu et al. (2024) explains that football is a popular sport and is very popular with all levels of Indonesian society, both young and old, men and women, and all groups. Not only does it attract the attention of millions of fans, but it also places great physical demands on its players. Pauzi et al. (2023) said that the game of football provides benefits to players in terms of physical, mental health, intelligence, social skills, cooperation and discipline. There are many types of sports in this self-development activity, including football, foot volleyball (sepak takraw), basketball and others. Of all the sports, football is the one that is most popular with Rappocini State Elementary School students. In this activity students can develop talents in their respective fields (Latuheru & Hasanuddin, 2023). According to Suprijono (2022), students by the football game will gain various expressions that are closely related to pleasant personal impressions as well as various expressions that are creative, innovative, skilled, have physical fitness, healthy living habits and have knowledge and understanding of human movement. Wirawan (2023) revealed that the facilities to support the learning process in schools are still inadequate, such as balls and soccer fields, lack of creativity by physical education teachers in creating learning media, and a lack of

learning models, so that the learning process is less interesting for students. An important factor in achieving football achievements is physicality and mastery of the basic skills possessed by the player himself, so that he is good at playing football. The definition of being good at playing football is understanding, having the knowledge and skills to carry out the basics of playing football, to improve and achieve the highest achievements (Putra et al., 2023).

Conclusion

Based on the results of the research and discussion that have been presented, it can be concluded that the level of understanding of class VI students at Kejambon State Elementary School 2 regarding the big ball game of soccer is mostly in the medium category with a percentage of 40.9%. In detail, as many as 0 students (0%) had a very good level of understanding, as many as 3 students (13.70%) had a good level of understanding, as many as 9 students (40.90%) had a medium level of understanding, as many as 7 students (31, 80%) had a low level of understanding, and as many as 3 students (13.60%) had a very low level of understanding.

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