DEVELOPMENT MODEL TRAINING BALL HANDLING FOR BASKETBALL ATHLETE SENIOR HIGH SCHOOL

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Abstract

This study aims to determine: 1) the difference in the effect of visual learning media and audio-visual media on the ability to learn football. 2) the difference in influence between high and low motivation levels on learning outcomes of football. 3) the interaction between learning media and students' motivation on football learning outcomes. This study used an experimental method with a 2 x 2 factorial design. The study population consisted of 530 students and the sample used in this study was 44 people with purposive sampling technique, consisting of 22 high motivation students and 22 low motivation students. The results showed; 1) There is an Influence of Learning Media and Motivation on Learning Outcomes of Dribbling Passing in Football Games on Students The Effect Of Learning Media And Motivation On The Results Of Learning Dribbling Passing In Football Games In Students There are differences in influence between the use of visual media, evident from f count (4.915) smaller F table (4.085). 2) there is a difference in the effect of high motivation and low motivation on learning outcomes football. Evidenced by F count (141.360) smaller from F table (4.085) and (3) There is an interaction between learning media and student learning motivation on learning outcomes, as evidenced by the F count (6,433) smaller F tabel (4.085).

Keywords: Learning media, learning motivation, football.

INTRODUCTION

The process of teaching and learning activities is an activity that aims to direct students to the desired behavior change. This understanding looks quite simple and simple, but this understanding is more basic, it will look complicated and so complex the process required in managing the lesson itself. This can be understood because directing students towards change is a tough job. This work requires a steady planning, continuous and how to apply it to students, so that students can experience the desired changes.

School is an educational device that has been planned for learning to students under teacher supervision so as to facilitate the learning process in order to achieve learning objectives. In schools, teaching and learning interactions will be created well if teachers and students understand the learning objectives to be achieved. For this reason, the teacher needs to prepare the subject matter to be delivered and prepare the appropriate and interesting learning media as well as to conduct an evaluation to determine student learning progress.

Through quality education, it is hoped that the goals of national education can be achieved. Students are a subject that most determines the achievement of educational goals. Physical education is an educational process that utilizes physical activity to produce holistic changes in individual qualities, both physically, mentally, emotionally. It is also said that physical education teachers try to achieve this goal by teaching and promoting physical activities. Physical education activities in SMA emphasize basic movements to be taught to students, namely locomotor motion, non-locomotor motion, and manipulative motion.

The efficiency and effectiveness of soccer learning is also related to the problems of self-concept, motivation, attitudes, interests and student learning activities. Achieving achievement is the dream of every individual, be it achievement in the fields of work, education, social, art, politics, culture and others. Achieving achievement requires a long process and requires motivation which is usually defined as a process that stimulates behavior or moves us to action.

The reason for choosing media as a problem solving solution is because the media will provide enormous assistance to the achievement of learning objectives and learning media play a role in channeling messages from sender to recipient so that it can stimulate students' thoughts, feelings, attention and motivation in following the learning process.

Learning media is a means of delivering learning messages in relation to the direct learning model, namely by the way the teacher acts as a conveyor of information and in this case the teacher uses a variety of appropriate media. Learning media is a tool for teaching and learning. Everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of learners so as to encourage the learning process.

Azhar Arsyad (2011:15) argues that the main function of learning media is as a teaching aid that influences the climate, conditions, and learning environment that are organized and created by the teacher. Hamalik (2003:89-92) argued several factors that influence learning motivation, namely: 1) The ideals or aspirations of students. 2) Learning Ability. 3) Students' Physical and Spiritual Condition. 4) Class Environmental Conditions. 5) Dynamic Elements of Learning. 6) Teachers' Efforts to Teach Students.

Three functions of learning motivation, namely as follows: 1) Encouraging people to do: As a driving force or a motor that releases energy. Motivation in this case is the driving force of any activity to be carried out. 2) Determining the direction of action: Namely toward the goal to be achieved. Thus motivation can provide direction and activities that must be carried out in accordance with the formulated goals. 3) Selecting actions: Namely determining what actions must be done in order to achieve the goal, by setting aside actions that are not useful for that purpose (Sardiman, 2000:83).

Hamalik (2003:161) also suggests three functions of motivation, namely 1) Encouraging behavior or an action: Without motivation there will be no action such as learning. 2) Motivation serves as a guide: It means moving the action towards achieving the desired goal. 3) Motivation serves as a driving force: This motivation functions as a machine, the size of the motivation will determine the speed of a job or an action.

According to Catharina Tri Anni (2006: 186-187) there are several learning motivation strategies, including the following: 1). Generating interest in learning. 2) Encourage curiosity. 3)

Using a variety of interesting presentation methods. 4) Helping students in formulating learning goals. There are also characteristics that characterize this game, namely playing the ball using all limbs except the arms. According to Muhajir (2007: 22), "Football is a game that is carried out by means of kicking, which has the aim of putting the ball at the opponent's goal by defending the goal so as not to concede the ball. Mastery of good dribbling techniques using a player is able to create goals. Therefore dribbling has a very important role and cannot be ruled out.

Danny Mielke (2007 : 1) added that "the principle of dribbling is to pay attention to footsteps, speed and thrust. develop in general the principles of dribbling are:

1. Eyes looking towards the ball, eyes and head slightly raised to see the position of the opponent and friend.
2. The ball is pushed with the feet and measured pressure, so that the ball is always in control of the dribbler.
3. Set the speed, when is fast and when it should be slow.

Sucipto (2008 : 23) added that the principle of good dribbling is to touch or push the ball forward while running, with a certain part of the foot, this can be done with the outside foot (inside foot dribbling), the important thing in dribbling is that the ball is guarded so as not to run away from the feet, therefore a feeling is needed when touching the ball so that the ball is not pushed too far, the more adept at dribbling the ball, the faster can dribble.

Passing the ball Passing is the art of transferring the ball's momentum from one player to another. Passing is best done using the legs. Pasing requires a lot of technique which is very important in order to stay on the ball. With a good pass, we will be able to run into open spaces and control the game while building attack strategies. Joseph A. Luxbacher (2002 :10) addition, Passing the ball is "an attempt to move the ball from one place to another by using certain parts of the foot". Passing the ball can be done when the ball is stationary, rolling or when the ball is floating in the air. For more details, it can be seen in the image below.

a. Preparation phase
    1. Stand Against Target
    2. Put the foot that is holding the balance beside the ball
    3. Get your foot on the target
    4. Shoulders and hips are straight towards the target
    5. Bend your knees slightly
    6. Swing the kicking leg back
    7. Place the foot on its side
    8. Hands stretched out for balance
    9. The head doesn't move
    10. Focus on the ball
b. Implementation Stage
    1. The body is on the ball
    2. Swing the kicking leg forward
    3. Keep your legs straight

4. Kick the center of the ball with the inside of the foot

c. Advanced Motion

1. Move weight forward
2. Continue movement in the direction of the ball
3. The final movement took place smoothly

METHOD

Table 1. 2 x 2 factorial design

Learning Media (A) Motivation (B)	Learning Media	
	Visual (A1)	Audio Visual (A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2

This type of research is a quantitative study using experimental methods. The design of this study is a 2 x 2 Factorial Design. In this study, there are learning media using visual and audio visual which are independent variables. The level of motivation is an attribute variable divided into two groups of students who have high and low motivation. While the dependent variable is the results of learning dribbling and passing in soccer games.

In order for this research to fulfill hypothesis testing, and the results can reflect the results of the treatment given, and can be generalized to the existing population, it is necessary to control internal and external validity.

Population is the whole object of research. The population in this study were students of SMA Negeri 1 Semarang class X in the second semester of the 2014-2015 academic year with a total of 530 students. The number of samples to be used in this study was taken 20%, then 66 students were produced, then from 66 samples in the motivation test to determine high, medium and low then ranked with the criteria 22 students had high motivation, 22 students had moderate motivation and 22 students had low motivation. Meanwhile, the group with the medium motivation category was not sampled. Then the total sample in this study 44 students. The data obtained were processed by statistical techniques in the form of Analysis of Variance (ANOVA), at the 5% significance level.

Table 2. Grouping of Experimental Samples according to the Research Design

(B) Learning Media

	(A) Learning Media	
	AI/ Visual	A2/ Audio Visual
BI/ high motivation	AIBI (11)	A2BI (11)

B2/ low motivation	AIB2	A2B2
	(11)	(11)

Table 3: Average Score of Learning Results for Each Football	
Treatment Group	Result learning dribbling dan passing
AIBI	95,17
A2BI	95,05
AIB2	75,30
A2B2	73,91

RESULTS AND DISCUSSION

The results of learning passing and dribbling in the soccer game for each cell (treatment group) are in table 3.

Result *Passing* and *Dribbling*

	A1B1	A1B2	A2B1	A2B2
Pre Test	65,25	67,00	60,16	58,45
Post Test	95,17	92,05	75,30	73,91
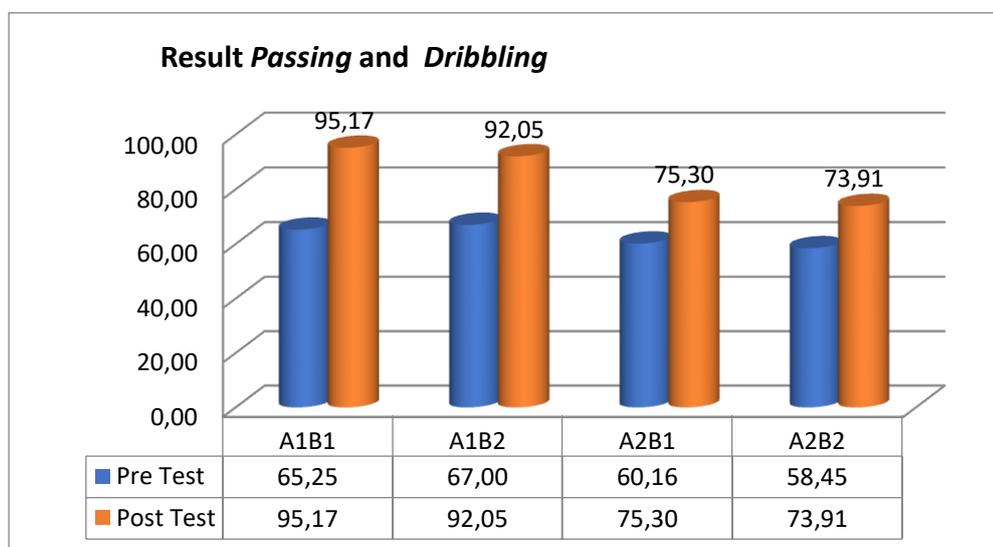
Information :

A_1B_1 = Highly motivated groups of students with visual media

A_1B_2 = Highly motivated groups of students with audio-visual media

A_2B_1 = Groups of students with low motivation with visual learning methods

A_2B_2 = Groups of students with low motivation using audio visual learning methods

Based on the results of the research distributed in the table above shows that the results of learning dribbling and passing in soccer games on learning using visual media from 22 students who were sampled in this study showed that the results of the pre-test dribbling and passing in soccer games averaged 62.70 . The results of the post-test dribbling and passing in soccer games are an average of 85.23, so there is an increase in the value of 22.53.

While the results of learning dribbling and passing in soccer games on learning using audio-visual media from 22 students who were sampled in this study showed that the results of the pre-test dribbling and passing in soccer games averaged 62.72. The results of the post-test dribbling and passing in football games were 82.98 on average, so there was an increase in the score of 20.25.

Discussion of research results, based on hypothesis testing:

1. There is a significant difference between the visual and audio-visual learning media on dribbling and passing learning outcomes in soccer games. In the group of students who received visual media had better dribbling and passing learning outcomes in soccer games compared to the group of students who received learning with audio-visual media, this can be seen from the average results of the increase in the results of pre-test and post-test results. students with visual media obtained an average of 22.53 while the students with audio visual media obtained an average result of an increase in the results of the pre test and post test of 20.25. This illustrates that the visual media produces higher learning outcomes of Passing and dribbling in soccer games compared to audio-visual media. Learning media is a means of delivering learning messages in relation to the direct learning model, namely by the way the teacher acts as a conveyor of information and in this case the teacher uses a variety of appropriate media. Media is a tool for teaching and learning process. Everything that can be used to stimulate thoughts, feelings, attention and abilities or skills of learners so as to encourage the learning process.

2. There is a difference in influence between students who have high motivation and students who have low motivation on the learning outcomes of dribbling and passing. Based on the results of the study, it was found that there was a significant difference between high and low motivation on the learning outcomes of dribbling and passing in soccer games for students of SMA Negeri 1 Semarang in the 2014/2015 academic year. This shows that students with high motivation will be able to do dribbling and passing in soccer games better than students with low motivation. Motivation to learn is a change in energy within a person (person) which is marked by the emergence of feelings and reactions to achieve goals. More broadly, Clayton Alderfer in H. Nashar (2004: 42) Learning motivation is the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible achievement or learning outcomes. Motivation encourages someone to try to improve the results to be achieved, this effort will continue until he gets what he wants. Therefore every activity, whatever its form and function, requires motivation, especially learning activities that are sometimes difficult for someone. Motivation will always determine the intensity of learning efforts for students.

3. There is an interaction between learning media and learning motivation on learning outcomes of dribbling and passing in soccer games. Students who have high motivation who get visual media have an average increase in the results of the pre-test and post-test results of learning dribbling and passing in soccer games of 29.92. Students who have high motivation and get audio visual media have an increase in the results of the pre-test

and post-test results of learning dribbling and passing in soccer games an average of 25.05. While students who have low motivation who get visual media have an increase in the results of the pre-test and post-test results of learning dribbling and passing in soccer games an average of 15.13. Students who have low motivation and get audio visual media have an increase in the results of the pre-test and post-test results of learning dribbling and passing in soccer games an average of 15.46.

Based on the results of this study, the sample group with a high level of motivation was more appropriate to be given visual learning media. Likewise, the sample group with a low motivation level was more appropriate to be given audio visual learning media.

CONCLUSION

Based on the results of this study, it can be used as follows: 1) In general, it can be said that the approach to learning media and motivation is a variable that affects the improvement of dribbling and passing learning outcomes in soccer games. 2) The audio-visual media approach is a fun learning approach but sometimes students will be busy with the audio visual spectacle that is delivered, so the need for teachers to be able to condition so that learning will provide more optimal results for improving dribbling and passing learning outcomes in soccer games. 3) Learning with a visual approach turns out to have a higher effect on improving dribbling and passing results. The goodness of learning media with this visual approach can be used as a solution for teachers in an effort to improve dribbling and passing results in soccer games. 4) With regard to the application of the two forms of use of visual and audio-visual learning media approaches to improve dribbling and passing learning outcomes, there are still other factors, namely motivation. The results show that there is a significant difference in the improvement of dribbling and passing learning outcomes in soccer games between the high and low motivation groups. This implies to the teacher that efforts to improve dribbling and passing learning outcomes in soccer games should pay attention to motivational factors.

CONCLUSION

Based on the data obtained, from the results of small group trials and large group trials as well as discussion of research results, it can be concluded that:

1. With the development of a basketball ball handling technique training model, it can improve the ability of high school basketball athletes.

2. Through the development of this training model, it can help basketball coaches to provide basketball ball handling exercises effectively and efficiently for high school basketball athletes.

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