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the influence of the diamond passing exercise modelnand triangle against passing accuracy football on extracurriculars

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Abstract

This study aims to determine the effect of *diamond passing* and passing *triangle* training models on football *passing* accuracy in SMP Negeri 8 Palopo football extracurriculars. This research is a type of Quantitative research. The population and sample of this study were extracurricular participants in SMP Negeri 8 Palopo, which numbered 20 students. The research design used is *One group pretest-posttest design*. What is given is diamond *passing* and *passing triangle training.* The data obtained is processed using SPSS version 26.0. The results of the t-test of experimental group 1 can be seen t count > t table: 8,189 > 2,306 with a significance of 0.000 < 0.05. in experimental group 2 can be seen $t_{count} > t_{table}$: 7,875 > 2,306 with a significance of 0.000 < 0.05. So, this result shows that there is a significant difference. From the results of the pre-test and post-test comparison test of experimental group I and experiment group II, it is known that the passing diamond > passing triangle: 8,189 > 7,875. Thus, it can be concluded that "There is an influence of *the diamond* passing training model on *passing* accuracy in football extracurriculars

Keywords: Diamond Passing Exercises, Triangles, Passing Accuracy

Introduction

Football is the most popular sport in the world, about four billion people fall in love with this one sport. The sport has always occupied the highest *ratings* on television every year. This sport became a love for mankind because the sport of football is easy to understand and easy to play. Football is a game sport played by two teams, where each team of 11 people tries to put the ball into the opponent's goal and the winner is the team that puts the ball into the opponent's goal the most, also a footballer will face a different situation, this requires a special skill for each footballer in order to overcome the condition.

Achievement is the formation of a whole game that includes technique, tactics, physical and mental. Sports coaching and development, which are essentially part of the national policy, are needed to foster and develop the potentials of human resources (HR). In football tiered coaching is needed Youth coaching is one of the things that must be considered, because young players are the foundation for shaping the design of Indonesia's future national football team that is tough and accomplished. Coaching handled by the right people will produce quality prospective players and can be a source of pride for the Indonesian people.

Football

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According to Emral in Irfan, M. et al (2020:721) Football is a game that is matched 11 with opponent 11 which is directly led by a referee who has assistant 1 and assistant 2, and has one referee as a backup or substitute. The game takes place on a football field measuring 100 to 110m long and 64m to 75m wide in the game there is direct contact between one eleventh player and another eleventh player.

Agus Salim in Irianto, S (2016: 3) stated that basically football is a sport that plays the ball using the feet which is done agilely, swiftly, quickly and well in controlling the ball with the aim of scoring as many goals as possible into the opponent's goal in accordance with the rules set within 2x45 minutes.

It can be concluded that the training model is an imitation, a simulation of reality that is carried out continuously and systematically to improve the functional ability of the body in accordance with the demands of the task / appearance of the sport concerned. **Conventional** exercise is a term in exercise that is commonly applied in daily exercises. The design of the exercises is linear and is designed from sub-sub-concepts separately towards complex concepts. According to Suhdy, M. et al., (2019:136) the conventional method is an exercise method that is dominated by the old or imitating way, where the exercise is coach-oriented and almost all exercise activities are controlled by the trainer. **Exercise Modern** Modern training is an exercise that follows the times, where the current era is the era of science and technology (IPTEK). Modern exercises nowadays use a lot of tools to help make it easier during exercises. Modern training is a development of conventional training, modern training focuses more on the use of facilities and infrastructure supported by developing science and technology. **An innovative** exercise is an exercise that is designed in such a way that it is different from the usual exercises performed by the trainer (conventional). Innovative workouts are more towards athlete-centered workouts. The training process is designed, compiled, and conditioned for athletes to be more excited and not easily bored in training. Innovative exercises as training innovations can include modifications to exercises, both in terms of facilities and infrastructure as well as the applied exercise model. ***Passing Diamond,*** the diamond passing training model is a form of *passing* exercise that is carried out by forming a *diamond* or Wajik with the same *passing* direction then followed by the position of the training child who is always rotating. This exercise has the same distance between corners, which is 10 meters for each corner. The direction for this exercise model takes the form of diagonal *passing*. ***Passing Triangle,*** the passing triangle training model is almost the same as the *diamond* passing training model, the difference from the *passing triangle* training model is that it has a triangular *passing* training form and trajectory distance between different angles In this training model, the *direction of the* passing track has three kinds of shapes, namely short diagonal passing with a passing distance of 8 meters, long diagonal passing with a passing distance of 10 meters, and long straight passing with a *passing* distance of 10 meters

Extracurricular

Extracurricular is a non-formal education carried out by a school outside the standard curriculum schedule. Extracurricular is an enrichment activity that aims to develop the abilities, talents and personalities of students in non-academic fields related to co-curricular and intracurricular programs. Extracurriculars can take the form of sports, arts or other activities as a medium for the development and progress of learners.

In Permendikbud Number 62 of 2014 concerning Extracurricular Activities in Basic Education and Secondary Education Extracurricular activities are curricular activities carried out by students outside the study hours of intracurricular activities and co-curricular activities, under the guidance and supervision of educational units, aiming to develop the potential,

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talents, interests, abilities, personality, cooperation, and independence of students optimally to support the achievement of goals education". Extracurricular activities are activities outside of class hours as an effort to form a whole person in accordance with the goals of national education.

According to Noor in Azimah (2018: 113) extracurricular is educational activities outside the subject and counseling services to help the development of students according to their needs, potentials, talents, and interests through activities specifically organized by educators and or educational personnel who are capable and authorized in schools / madrasahs. According to Sudirman in Saputro, R.R et al (2017:50) "Extracurriculars in education are intended as an answer to the demands of the needs of learners, helping those who are lacking, enriching the learning environment and stimulating them to be more creative"

Methods

The design used is a *One-Group Pre-test Post-test Design* experiment, which is carried out by providing *treatment* to the research subject. Before being given treatment, the passing ability of the research subject was measured on the initial test (Pre-test), and after being treated , the *passing* ability of the research subject was again measured by the final test (*Post-test*). The results of the two measurements were compared to test whether the treatment given could improve *passing* ability in football extracurricular participants.

In simple terms, the research design used can be described as follows:

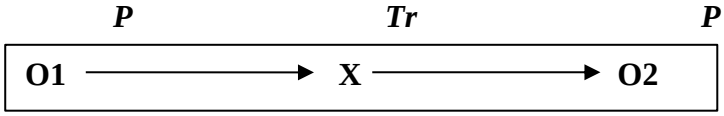

Figure 1 *One group pretest-posttest design* (Sugiyono, 2012: 111)

Information:

O1 : initial test (*pretest*)

O2 : final test (*posttest*)

X : Treatment (*triangle* exercise and *diamond* exercise)

The population in this study was 20 extracurricular football participants in junior high schools. According to Suharsimi Arikunto (2013: 175) quoted from the thesis of Rifki R. Hidaya, the population is the entirety of the research subjects to be studied. According to Nursalam (2013: 169) the population is a subject that meets the criteria or requirements that have been set by the researcher in conducting the study. The sample in this study is a saturated sample, where the entire population is used as a sample. According to Sugiyono (2017: 85) the definition of saturated sampling is a sample determination technique when all members of the population are sampled, this is done when the number of populations is relatively small, less than 30, or the study wants to make generalizations with very small errors. Another term saturated sample is census, where all populations are sampled.

Data Analysis Descriptive statistical analysis used to describe the research results of each variable. Descriptive statistics can help describe the results of research data to make it easier to understand. Normality test aims to determine whether the results of the data studied are normally distributed. Testing for normality using the Shapiro–Wilk test. The decision making for the normalization test is: a) if the significance > 0.05 then Ho is accepted or the data is normally distributed, b) if the significance is <0.05 then Ho is rejected or the data is not normally distributed. Homogeneity Test In addition to testing the results of the data, there needs

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to be a homogeneity test of the data to be analyzed. This test is used to determine if the sample comes from a homogeneous population. The criteria used in the homogeneity test are if ρ> 0.05 and t-count <t-table, then the test is said to be homogeneous, if ρ <0.05 and t-count> t-table, then the test is said to be inhomogeneous. Hypothesis test to test whether there is an influence of the passing diamond training model and the passing triangle training model on passing abilities in soccer games, the Paired Sample t test analysis technique is used. In the Paired Sample t test, a different test is used for one sample given a different treatment. The number of samples must be the same, and the test is also the same as before to see the difference in the values of the samples before and after being given treatment and which one is higher/lower is the sample before/after being given treatment. The Paired Sample t test in this study used the SPSS 26 application.

Results

The normality test aims to find out whether the results of the data studied are distributed normally. Normality testing uses with *Shapiro–Wilk test.* The decision making for the normalization test is:

a) if the signification is > 0.05 then Ho is received or the data is distributed normally,
b) if the signification of < 0.05 then the Ho is rejected, or the distributed data is abnormal

Normality Test

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Table 1. Result of Normalitas test

Group		N	Statistic	Sig	A	description
I	Pretest	10	,895	,191	0,05	Normal
	Posttest	10	,932	,473	0,05	Normal
II	Pretest	10	,911	,287	0,05	Normal
	Posttest	10	,924	,392	0,05	Normal

Homogeneity Test

Homogeneity tests are carried out to find out the similarity of variances or to test that the data obtained are from homogeneous populations. Decision-making criteria are accepted when the significant value is greater than 0.05 (significant > 0.05).

Table 2. Result of Test Homogenitas

Eksperimen I and Eksperimen II group	Levene Statistik	Df1	Df2	Sig.	description
Pretest-posttest	,073	1	38	,788	Homogen

Based on the results of the homogeneity test, the *pre-test* and *posttest* research variables with the *Levene Test* amounted to .073 with the sig test .788. It is known that a significant value of

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.788 is greater than 0.05 (0.788 > 0.05). Since it is significantly greater than 0.05 then the hypothesis that states that data were obtained from homogeneous samples was accepted. The conclusion that can be drawn is that *the pre-test* and *posttest* data have a homogeneous population.

Hypothesis Test

The hypothesis proposed is that Ho's hypothesis is rejected Ha is accepted. This means that Ho was rejected so it could not have a significant influence on this study and Ha was accepted so there was a significant influence on this study. So this study reads "the influence of the *diamond* passing training model and *the* passing *triangle* training model on *passing* accuracy in SMP Negeri 8 Palopo football extracurricular participants". Then a *t-test* was carried out to find out whether there was an improvement in *passing* accuracy skills in junior high football extracurriculars.

Table 3. Pretest and posttest passing diamond (exsperimen group 1)

Variable	TCount	Ttable	Sig (2-tailed)	A
Pretest-posttest	8,189	2,306	,000	0,05

Table 4. Pretest and posttest passing triangel (exsperimen group 2)

Variable	TCount	Ttable	Sig (2-tailed)	A
Pretest-posttest	7,875	2,306	,000	0,05

Discussion

Based on the analysis of the data from the study, it can be seen that normal and homogeneous distribution has a significant influence on passing accuracy in extracurricular football students of SMP Negeri 8 Palopo through the *diamond* passing and *trianggel passing* training methods, conclusions are drawn from the results of the t test.

This study aims to determine the significant effect of *diamond* passing and passing *triangle* exercises on *passing* accuracy in SMP Negeri 8 Palopo football extracurricular students. As for the sequence of activities that must be carried out so that finally conclusions can be drawn. (1) *pre-test* is held with the aim of knowing the accuracy of *passing*, (2) giving *diamond and passing* triangle training treatment as many as 18 meetings, (3) then the last *posttest* is held which aims to find out whether or not there is an influence when given *diamond* passing and passing *triangle* training treatment on *passing* accuracy on junior high school football extracurricular students

From the results of the descriptive analysis of experimental group I can be concluded where *Pre-tets* has N (sample) of 10, Range (mid value) of 3, Minimum (smallest value) of 2, Maximum (largest value) of 5, Mean (average) of 3.20, and Standard Deviation (standard deviation) of 1.033 and *Posttest* has N (sample) of 10, Range (mid value) of 5, Minimum (smallest value) of 5, Maximum (largest value) of 10, Mean of 7.80, and Standard Deviation of 1.751. Meanwhile, the descriptive analysis of experimental group II can be concluded where *Pre-tets* has N (sample) of 10, Range (mid-value) of 3, Minimum (smallest value) of 2, Maximum (largest value) of 5, Mean (average) of 3.30, and Standard Deviation (standard deviation) of .949 and *Posttest* has N (sample) of 10, Range (mid value) of 6, Minimum

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(smallest value) of 4, The maximum (largest value) is 10, the Mean is 7.50, and the Standard Deviation is 1.958.

From the results of the Normality Test, it can be seen that the data of the experimental group I can be concluded where the *pretest* has a significance value, namely .191 this value is greater than 0.05, then it is distributed normally and the *posttest* has a significance value, namely .473 this value is greater than 0.05 then the normal distribution. While the experimental group II data can be concluded that the *pretest* has a significant value of .287 this value is greater than 0.05 then the normal distribution and the *posttest* has a significant value of .394 this value is greater than 0.05 then the normal distribution. Since the significance value of both experimental groups is greater than 0.05 (significant > 0.05) then the hypothesis that the normally distributed data is accepted. The conclusions that can be drawn are *pre-test* and *post-test* data with normal distribution.

From the results of the Homogeneity Test of the variables of experimental group I and experiment II of the study, it is known that a significant value of 0.788 is greater than 0.05 (0.788 > 0.05). Since it is significantly greater than 0.05 then the hypothesis that states that data were obtained from homogeneous samples was accepted. The conclusion that can be drawn is that *the pre-test and post-test* data have a homogeneous population. To find out whether or not there is an effect of the passing diamond and passing triangle training models on passing accuracy in soccer extracurricular students in junior high school. From the results of the Paired Samples Test SPSS 26 t-test, the output of passing accuracy for junior high school soccer extracurricular students. We can see that the significant value of the experimental group I is sig. (2-tailed) 0.000 <0.05 and tcount 8.198 > ttable 2.306 which means that there is a significant effect of diamond passing training on passing accuracy in junior high school soccer extracurricular students. While the significant value of the experimental group II is sig (2-tailed) 0.000 <0.05 and tcount 7.875 > ttable 2.306 which means that there is a significant effect of the triangle passing exercise on passing accuracy in junior high school football extracurricular students. From the results of the independent sample T test analysis, data The above shows if there is a significant difference between diamond passing and triangle passing exercises. Based on the results of the analysis of the form of diamond passing training is 8.189, which is more significant than the results of the hypothetical form of passing triangle training which is 7.875. This shows that "There is an influence of the diamond passing training model on passing accuracy in junior high school football extracurriculars". The training method applied to the diamond passing exercise in junior high school soccer extracurriculars for 18 meetings showed a very significant effect. Although not all students are able to have good accuracy of passing silence. If students practice with this method and with the right intensity, it is very possible for students to be able to have very good diamond passing accuracy.

Conclusions

Based on the results of research from the results of data analysis that has been carried out, it turns out that the hypothesis proposed is acceptable. Thus, the following conclusions can be obtained, There is a significant influence on the provision of diamond passing exercises on passing accuracy in junior high school extracurricular students with a mean of 4,600, There is a significant influence on the provision of passing exercises on passing accuracy in extracurricular students of SMP Negeri 8 Palopo with mean 4,200, and There are differences in *diamond passing* exercises and *The passing triangle* that is *the Diamond passing* is more significant.

Suggestion

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Based on the conclusions of the research above, there are several suggestions that can be conveyed, namely: For coaches or teachers to provide varied exercises again as a guideline to improve students' *passing* accuracy in football games, it is necessary to conduct further research by adding other variables. In this study there are still many shortcomings, for this reason, subsequent researchers should develop and perfect research instruments.

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