

Original Article

Application of Animation Video Media to Learning Outcomes Soccer Passing

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Abstract

Introduction: Massive policies from the government resulted in changes in the procedures for learning physical education in schools. In online distance learning, many students and teachers experience unpreparedness in learning. On the one hand it creates new problems because students have to understand the material in different ways and prepare internet quotas, but on the other hand it becomes a means of spreading the word. While Physical Education in schools is the function and purpose of each academic unit that forms individual students who are superior and qualified in all fields. **Purpose:** This study aims to determine the effect and how much the application of animated video media on the learning outcomes of soccer passing. **Methods:** This study was a quasi-experimental design with a nonrandomized control group pretest-posttest design. The research population was class VII F and VII H of SMPN 20 Surabaya students in 2021/2022, totaling 33 people. Learning outcomes data were collected through pretest and posttest. Data analysis used normality test, homogeneity test, and t-test with the help of SPSS version 26. **Results:** In the experimental group, the average value was 94.93. **Conclusions:** Thus, it can be concluded that animated video media significantly affects soccer passing learning outcomes. It is recommended for teachers to use animated video media because it has become one of the efforts to improve student learning outcomes.

KeyWords: - video media animated, student, physical education, passing, soccer

Introduction

In online distance learning, many students and teachers experience unpreparedness in the learning process (Yungga & Sunarsi, 2020). The government's policy of large-scale restrictions has resulted in Junior High School (SMP) Negeri 20 Surabaya carrying out face-to-face learning to go online using the internet. On the one hand, it creates new problems because students have to understand the material in different ways and prepare internet quotas, but on the other hand, it becomes wrong—an epidemic spread. Physical Education, Sports, and Health (PJOK) is the function and purpose of each academic unit that forms superior and qualified individual students in all fields. Studying movement activities through sports media is a branch of science at PJOK (Rahmatullah, 2019). PJOK learning is essential for schools undergoing optimal development, physical, motor, mental and social development. PJOK is also a means of channeling talented students in sports that can be taught to outstanding students. Sports activities carried out regularly with the correct technique significantly affect a person's physical fitness (Prativi et al., 2013). The teacher's role in learning achievement is huge (Mesa Rahmi Stephani, 2016). They are learning PJOK, especially SMA/SMK equivalent, sub-materials about extensive ball game activities, including volleyball, basketball, and soccer.

Soccer is a team game sport that is played by teamwork (Tarju & Wahidi, 2017). The game of soccer includes a large ball sport which is identical to being played with the feet. The goal of soccer is to score as many goals as possible to win and defend one's own goal from the opponent's attack by the game's rules and

maintain physical fitness. Good mastery of technique is needed because in a team sport such as soccer, the incidence of injury is very high (Pérez-Gómez et al., 2020). Therefore, excellent physical condition is indispensable in the game of soccer (Heri, 2017). Two teams play the soccer game, each consisting of 11 people, including one goalkeeper. Several basic soccer technical skills include shooting, dribbling, control, heading, intercepting, throw-in, sliding tackle, and passing. Passing is one of the basic techniques in soccer where the movement is to feed the ball to teammates by kicking, and the passing technique serves to feed the ball in the intended direction and regulate attacks. The passing procedure in soccer games consists of several kinds, namely passing using the inside of the foot, passing using the outside of the foot, and passing using the back of the foot. Passing can be successful if the foot hits the ball precisely, accurately, and horizontally. With special training, the quality of the passing technique will be maximized (Novianda et al., 2014). According to (Kluger, 2021) "other factors could be used to assess skills and performance of players, such as ball-passing rate, ball-passing accuracy, and ball control." For example, 1) the foot is next to the ball. 2) at the time of feeding the broad view. 3) use the inside of the foot to pass 4) the position of the inside of the foot is pointing forward 5) swing the foot as hard as possible forward 6) lock the heel when touching the ball for more accurate passing—continued with a follow-through movement where after passing the leg swing should not be stopped. PJOK learning in the current pandemic period, teachers must be creative and innovative in delivering learning materials by utilizing audio-visual media or animated videos.

Animated video is a learning media that uses images, sound, and writing (Widiyasanti & Ayriza, 2018). Animated videos can optimize the senses rather than textual ones. The use of animated videos also makes a positive contribution to increasing motivation to follow the learning process. Animated video media is an effort to increase the creativity of the teaching and learning process taking place. Interesting updates can be given to help improve students' understanding of soccer material, especially passing. Changes in the form of functions, ways of using, conditions, and benefits without eliminating the characteristics of the old state into a new state (Firmana, 2017). With this animated video media, it is hoped that students of SMPN 20 Surabaya can understand the content of animated videos and increase interest, students' attention in soccer learning which indicates increased learning motivation. Moreover, teachers can change innovations to make learning fun (Eka Prasetya & Ferianto Tjahyo Kuntjoro, 2019). Therefore, so that students can participate in soccer learning to the maximum, teachers can create creative learning media in animated videos to be more interested and enthusiastic in participating in education. So it is hoped that with the animated video media of soccer games, students can understand the material well and do the proper passing. Therefore, this study aims to determine the effect and how much the application of animated video media on the learning outcomes of soccer passing.

Material & methods

The research was conducted at SMPN 20 Surabaya. This type of research is a quasi-experimental design with a nonrandomized control group pretest-posttest design. The purpose of the study was to determine the effect and how much the application of animated video media on the learning outcomes of soccer passing.

Participants

In this study, the subjects were students of class VII F and VII H who participated in Face-to-face Learning (PTM) and hybrid at SMPN 20 Surabaya. Sampling in this study used a purposive sampling technique. The research sample was class VII students of SMPN 20 Surabaya in the 2021/2022 academic year who were distributed into two classes.

Procedure

To determine the experimental and control classes, random assignment was carried out, namely, the selection was carried out randomly to select the type (group). VII F, which amounted to 17 people as the control group, and VII H amounted to 16 people as the experimental group. The total number of research samples was 33 people who took PTM and hybrid. Data collection on soccer passing learning outcomes is done by giving practice passing one by one in front of the class.

Statistical analysis

This study uses the normality test and homogeneity test as a form of requirement to continue to the parametric test or non-parametric test, then proceed with the significance test using the independent sample t-test because it will determine whether there is a difference in the mean between two separate groups or two

unpaired groups with the intention that the two groups of data from different subjects.

Results

This research was conducted at SMPN 20 Surabaya, which was completed in two groups, namely the control group and the experimental group. This research was conducted from October 5, 2021, to October 19, 2021, with 2 meetings. The control group was given treatment in the form of a learning model in the form of PPT media in class VII F, while the experimental group was given treatment in the form of an animated video media learning model in class VII H.

Table 1. Result normality test Kolmogorov-Smirnov^a

| | Statistic | df | Sig. |
|------------------|-----------|----|------|
| Control Class | .521 | 17 | .000 |
| Experiment Class | .276 | 16 | .002 |

Based on the analysis that has been carried out using SPSS 26, it can be seen that for all non-significant variables in the Kolmogorov-Smirnov test, the significance is .000 for the control class and .002 for the experimental style, the significance value is less than 0.05.

Table 2. Result Homogeneity test

| | Levene Statistic | df1 | df2 | df3 |
|---------------|------------------|-----|-----|------|
| Based on mean | 1.104 | 4 | 28 | .374 |

The homogeneity test of variance between groups was carried out using Levene's Test of Equality Error Variance. Levene's test shows that for the effects of learning soccer passing, $F = 1.104$ with a significance level of .374. Suppose a significance level of 0.05 is set. In that case, F is not significant because it is greater than the predetermined significance level, so it can be concluded that the variance in each group is the same (homogeneous).

Table 3. Improvement result

| R | R Square | Adjusted R Square | Std. The error of the Estimate |
|-------------------|----------|-------------------|--------------------------------|
| .846 ^a | .716 | .706 | .627 |

Based on the effect test calculation table and a significance value of 0.000 or <0.05 , it can be concluded that there is an influence on the independent variable used to measure the dependent variable. And from the results of R square, the effect is 71.6%.

Dicussion

In this discussion section, researchers will discuss the results of research on the application of animated video media to soccer passing learning outcomes. From the results of testing the data above, there is an influence with animated video media on soccer learning outcomes when learning hybrid and PTM. Learning will not run optimally and if the collaboration between teachers and students is lacking (Putra et al., 2020). Especially in the current pandemic, optimal learning is highly expected because most students tend to be underdeveloped when learning online. To overcome these things, the teacher can create innovations in animated videos that can attract more students' attention to PJOK learning materials, especially soccer (Sayuti & Prihanto, 2015). The application of animated videos has advantages, including 1) it doesn't require a lot of equipment, 2) focused concept development 3) the concepts learned are easier to remember (Sasmita, 2021). From the results of the pretest and posttest obtained by students, it can be seen that there is a significant

difference in values; there is a difference in the scores obtained before and after the treatment or application of the Animation Video media in learning PJOK for class VII H students at SMPN 20 Surabaya. Students are very enthusiastic about participating in learning because previously, class VII H had never received PJOK learning using animated video media. In participating in education, students were more motivated and able to pass better than before.

The results of learning soccer passing in the experimental group, which consisted of 16 people, obtained an average pretest score of 77.25 and an average posttest score of 94.93. In contrast, the control group, which consisted of 17 people, received an average pretest score of 76.76 and 76.76. the average posttest value of 82.05. To determine the increase in the two groups, it can be done using the average posttest value minus the pretest score. The rise obtained by each group was that the experimental group had an increase of 18. In contrast, the control group had an average increase of 5, so it can be seen that there was a more significant increase in the experimental group with a much larger increase than the control class. In practice, taking data twice, namely doing a pretest and learning next week's posttest by giving treatment with animated video media. Based on the researcher's observations during Face-to-Face (PTM) and hybrid learning, the learning model applied by the teacher by explaining without giving an overview or practicing was less effective for class VII students, especially during the current pandemic, students are still not familiar with their peers so that passive class atmosphere of students is less active in the teaching and learning process so that students' understanding and skills are not optimal. Therefore, the application of animated video media has a positive effect on soccer, passing learning outcomes by 71.6%.

Conclusions

Based on the results of data analysis and discussion, it can be concluded that there is an effect of applying animated video media on soccer passing learning outcomes. This study only uses a hybrid teaching and learning process because the teaching and learning system at SMP Negeri 20 Surabaya uses a hybrid learning system which means that the total number of students will be divided, namely partly learning from home and partly at school.

Conflicts of interest

In this article, the author declares no potential conflicts of interest concerning copyright, publication, and research.

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