

PENINGKATAN KEMAMPUAN MENENDANG BOLA DENGAN KAKI BAGIAN DALAM MELALUI METODE JIGSAW

IMPROVING THE ABILITY TO KICK THE BALL WITH THE INSIDE OF THE FOOT THROUGH THE JIGSAW METHOD

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan menendang bola dengan kaki bagian dalam pada permainan sepak bola melalui penerapan model pembelajaran kooperatif tipe jigsaw pada siswa kelas VIII¹ SMP Negeri 6 Kota Gorontalo. Latar belakang penelitian ini adalah rendahnya kemampuan dasar menendang bola dengan kaki bagian dalam yang ditunjukkan oleh sebagian besar siswa. Penelitian ini menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, dengan teknik pengumpulan data berupa observasi dan tes keterampilan menendang. Hasil penelitian menunjukkan bahwa model pembelajaran kooperatif tipe jigsaw dapat meningkatkan kemampuan siswa dalam menendang bola, yang terlihat dari peningkatan persentase kemampuan dari 45,58% pada siklus awal menjadi 75,06% pada akhir siklus. Dengan demikian, hipotesis tindakan dalam penelitian ini dapat diterima. Penelitian ini memberikan kontribusi terhadap peningkatan mutu pembelajaran pendidikan jasmani, khususnya dalam teknik dasar sepak bola, serta memberikan referensi bagi guru dan pemangku kebijakan dalam pengembangan model pembelajaran yang efektif.

Kata Kunci: pembelajaran kooperatif; jigsaw; menendang bola; kaki bagian dalam; sepak bola

ABSTRACT

This study aims to improve the ability to kick the ball with the inside of the foot in soccer through the application of the jigsaw cooperative learning model in grade VIII students at SMP Negeri 6, Gorontalo City. The background of this study is the low basic ability to kick the ball with the inside of the foot demonstrated by the majority of students. This study used a Classroom Action Research (CAR) approach, implemented in two cycles, with data collection techniques including observation and kicking skills tests. The results showed that the jigsaw cooperative learning model can improve students' kicking ability, as evidenced by the increase in the percentage of ability from 45.58% in the initial cycle to 75.06% at the end of the cycle. Thus, the action hypothesis in this study is accepted. This research contributes to improving the quality of physical education learning, particularly in basic soccer techniques, and provides a reference for teachers and policymakers in developing effective learning models.

Keywords: cooperative learning; jigsaw; kicking; inside of the foot; soccer

Introduction

Soccer is one of the sports that is very popular with almost all people in the world. In Indonesia, especially in Gorontalo, soccer can be said to be one of the most popular sports, this can be seen from the enthusiasm of the community in organizing and participating in soccer matches between associations/clubs, regions and between countries.

Seeing the high public interest in soccer, this province, which is still considered very young, is not left behind by other provinces in terms of organizing matches in the region or at the national level. Improving sports achievements anywhere is not as easy as expected, but requires other supporting factors for the success of the achievement. Bausad et al., (2024) stated that achievement in sports will not be achieved if it is not done seriously and pays attention to other supporting factors in improving the achievement. Basically, the game of soccer is an effort to control the ball and to win it back when it is being controlled by the opponent (Irawan et al., 2025). Therefore, to be able to play soccer, you must master the basic techniques of good soccer.

In order to create an optimal soccer game, a player must be able to master the techniques in the game. Basic techniques in soccer are the ability to make movements or do something that is inseparable from the game of soccer (Datau et al., 2022; Hidayat et al., 2022). A teacher who only relies on experience and is not supported by education, especially Physical Education, will hamper the learning process. This happens because teachers only rely on experience and do not see other aspects of why these things happen. A teacher or teaching staff must know and truly understand the main objectives of learning activities in schools, so that students are motivated to continue learning well and enthusiastically (Mappaompo et al., 2024). Furthermore, to create a good learning process, methods are needed in terms of achieving the objectives of the learning process (Pulungan et al., 2022). The teaching and learning process is actually a form of process that is quite complex and complicated, because it requires quite high concentration in achieving these goals. It is said so because teaching is closely related to a process of arranging and organizing relevant material with conducive learning methods and approaches, so that it can make it easier for students or learners to know, understand and be able to carry out the material presented by a teacher.

The teaching and learning process in sports is a complex and integrated process, in an effort to create a communicative atmosphere. The problem that is often encountered in the sports learning process is "how to create a communicative and interactive learning atmosphere and can develop the potential of students or learners to achieve maximum results" (Dai et al., 2021). To achieve this learning atmosphere, teachers must pay attention to various influential components. The training method/method is one of the factors that greatly influences creating a communicative and interactive teaching and learning atmosphere (Hadjarati & Haryanto, 2022; Massa et al., 2022). Teachers must be able to choose the right training or teaching method, according to the material being taught, student abilities and the facilities and infrastructure available.

To create student success in the learning process, the selection and application of learning

methods are very much needed, because with the learning method the implementation of the teaching and learning process can run well (Arends, 2012). Training or teaching is a process of training and practicing or arranging the learning process of skills in sports (Kılıç & Ince, 2023). In this process, many factors are involved and influence each other. For example, teachers, teaching methods, students, educational goals, media and facilities and infrastructure in sports as previously explained (Haryanto et al., 2025; Mile et al., 2022). Among these factors, one factor that plays a very important role in the teaching and learning process is the method. This is because the method is one of the most important parts in implementing effective teaching and learning strategies. With the method, educational goals can be achieved. What needs to be considered is that the application of the method is not only determined by the teacher's ability to choose or apply teaching methods and strategies. But the characteristics of the teaching methods and strategies must also be considered.

In an effort to improve dribbling skills with the outside of the foot through the drill method where students can dribble the ball well. According to the results of observations, the low skills of students in dribbling the ball with the outside of the foot are due to the lack of knowledge about how the body position is when dribbling the ball, minimal skills about the position of the feet when dribbling the ball and students do not yet know how the feet touch the ball. Therefore, researchers are trying to find the best way to overcome the deficiencies encountered.

The efforts that have been implemented are reviewed again to find out how far the students' skills are in dribbling the ball, then the results will respond to the teacher to an awareness that in implementing an activity or implementing a particular method, especially those closely related to efforts for appropriate change. It can be said explicitly that there will be obstacles in realizing the expected goal. To improve students' skills by using time in school learning is not enough, for that students need to be given practice dribbling the ball with the outside of the foot outside of school hours. This exercise is certainly specifically designed to improve students' skills in dribbling the ball using the outside of the foot, this is done so that during the physical education and health learning process with soccer material, students' skills in dribbling the ball using the outside of the foot have increased.

Method

In this study using qualitative research type (Class Action) reviewed from the formulation of the problems studied, the results of this study are presented by describing the events in the field. In the study the subjects used were 20 students, but those who took the test consisted of 20 people, consisting of 20 all boys. This data was taken in the soccer sports branch at the SMP Negeri 6 Kota Gorontalo Education Center.

Results

This research was conducted in the form of classroom action aimed at improving students' ability to kick the ball with the inside of the foot in class VIII1 students of SMP Negeri 6 Kota

Gorontalo, using the Jigsaw type cooperative learning model. This research consists of two cycles, each cycle consisting of three actions, starting with initial data collection through observation. The research schedule is presented in appendix one.

Table 1. Observation Results of Student Activities in Observation Initial Data

No	Classification Value	Criteria Aspect	Number of Students	Percentage (%)
1	0 – 19	Imperfect	-	-
2	20 – 39	Less perfect	12	60
3	40 – 59	Quite perfect	8	40
4	60 – 79	Perfect	-	-
5	80 - 100	Very perfect	-	-
Total			20	100

Based on the table, it was found that 0 students (0%) were included in the imperfect category, and 12 students (60%) were included in the less than perfect category, and 8 students (40%) were found in the quite perfect category. Learning activities in the context of data collection in cycle I were carried out as follows:

Table 2. Results of Observations of Student Activities in Cycle I

No	Classification Value	Criteria Aspect	Number of Students	Percentage (%)
1	0 – 19	Imperfect	-	-
2	20 – 39	Less perfect	4	20
3	40 – 59	Quite perfect	9	45
4	60 – 79	Perfect	7	35
5	80 - 100	Very perfect	-	-
Total			20	100

Based on the table, the student observations above, who obtained the criteria of less than perfect there were 4 students (20%), quite perfect there were 9 students (45%) and perfect there were 7 students (35%). Based on the description that has been presented above, it can be concluded that the actions taken in cycle I have not yet achieved the expected standards. For this reason, this research was continued in cycle II. The success of the action can be seen from the observation of students' ability to kick the ball with the inside of the foot. In this case, there are 4 aspects observed. In the assessment process in cycle II with the assessment criteria of the perfect category (79%).

Table 2. Results of Observations of Student Activities in Cycle II

No	Classification Value	Criteria Aspect	Number of Students	Percentage (%)
1	0 – 19	Imperfect	-	-
2	20 – 39	Less perfect	-	-
3	40 – 59	Quite perfect	4	20
4	60 – 79	Perfect	16	80

5	80 - 100	Very perfect	-	-
		Total	20	100

From the table of results of observations of student activities above, 4 students (20%) obtained the criteria of being quite perfect and 16 students (80%) achieved the criteria of being perfect.

Observation of teacher activities is carried out using teacher activity observation sheets. There are three aspects. The three aspects observed when the teacher is carrying out the learning process are: (1) explaining the starting position for kicking the ball with the inside of the foot, the position of the foot when kicking the ball with the inside of the foot, the position of the body when kicking the ball with the inside of the foot, and the position of the body after kicking, (2) demonstrating the starting position for kicking the ball with the inside of the foot, the position of the foot when kicking the ball with the inside of the foot, the position of the body when kicking the ball with the inside of the foot, and the position of the body after kicking, and (3) giving students assignments to do the initial movements for kicking the ball, the position of the foot when kicking the ball, the position of the body when kicking the ball and the position of the body after kicking the ball. The assessment criteria are by giving a code of yes or no. The results of observations of all aspects have been carried out by the teachers.

Reflection of the results of the action is carried out at the end of the cycle, which aims to find out the results of the actions that have been carried out to get an idea of whether the actions that have been taken have influenced the improvement of students' learning outcomes in kicking the ball with the inside of the foot. Based on the results of the reflection, the study can find out whether this study has reached the research standard or not, and whether this study will be continued in the next cycle.

From the results of the research reflection with the observing teacher in cycle II, the following conclusions can be drawn:

1. The teacher's way of explaining and demonstrating kicking the ball with the inside of the foot is very perfect.
2. Giving the task of kicking the ball with the inside of the foot is very perfect.
3. Students in kicking the ball with the inside of the foot tend to pay attention to ability rather than speed.

From the description that has been presented above, it can be concluded that the actions taken in cycle II have reached the standard, even exceeding the expected standard, which is 75%. With the following details: initial observation with an average of 45.58% per student, cycle I with an average of 58.91% and cycle II with an average of 75.06%. For this reason, this research is no longer continued in the next cycle.

Discussion

The learning process on the ability to kick a ball in physical education subjects using the jigsaw cooperative learning model begins with the teacher dividing students into several small

groups, each group having a group leader who coordinates each member and is responsible for the group. This method can increase students' motivation in physical education subjects (Nopiyanto & Raibowo, 2020). The group leader is chosen by the teacher in this case students who already have abilities that exceed the abilities of their members. Furthermore, the teacher provides an explanation of how to kick the ball with the inside of the foot according to the explanation. This is continued by giving movement tasks to all students, in each group each to kick the ball with the inside of the foot.

Before being given a movement task, students are asked to pay close attention to the teacher explaining and then the teacher demonstrates what has been explained, namely kicking the ball with the inside of the foot that has been explained by the teacher which is almost the same as the demonstration method (Sajidin, 2021). This aims for each student to try as hard as possible to quickly master the ability to kick the ball with the inside of the foot. In physical education learning using the jigsaw cooperative learning model, healthy competition occurs so that students compete to try to master the material that has been taught.

Based on the results of the study, the actions that have been carried out in cycle I have not yet reached the established standards. Namely, if the students' ability to kick the ball with the inside of the foot has been able to increase to 75% of the students' initial ability at the time of observation, which is 45.58% on average per student, the ability possessed by students before being given action in cycle I as many as 3 actions, then the results obtained on the ability to kick the ball with the inside of the foot, after an evaluation in cycle I, it turns out that in absorbing the material given, students have varying abilities with the following explanation, 4 people remaining 20% are less than perfect, 9 students 45% and 7 students 35% perfect. The results of the study in cycle I, the scores obtained have not yet reached the established performance indicators, so the study continues the study in cycle II. In cycle II, it took place in three actions and then an evaluation of cycle II was carried out with perfect results or had reached the performance indicators and even exceeded the established standards, namely 75% with an average student ability reaching 75.06%.

Based on the results of the study, it can be concluded that physical education learning, especially the material of kicking the ball with the inside of the foot in soccer games after the jigsaw type cooperative learning model was established, can improve students' ability to kick the ball with the inside of the foot in soccer games the same as previous research (Fadhli et al., 2024), this means that the jigsaw type cooperative learning model can not only be used in subjects that require discussion and so on, but can be used in subjects that require movement and cooperation skills.

This means, based on the results of the study, the jigsaw type cooperative learning model in physical education that requires movement and cooperation can be carried out, because the previously proposed hypothesis can be accepted and the jigsaw type cooperative learning model means that it is suitable to be applied to physical education and health learning in general, basically in the form of games, in improving soccer game skills.

Conclusion

Based on the research results and discussion, the following conclusions can be drawn:

The jigsaw type cooperative learning model is quite effective when used to improve the ability of the material to kick the ball with the inside of the foot in class VIII1 students of SMP Negeri 6 Kota Gorontalo. This can be shown through the results of data analysis where the average percentage of students' ability in the material to kick the ball with the inside of the foot showed that at the end of the cycle II action it reached 75.06% or increased by 29.48% from the initial observation which only reached 45.58%, thus the indicator that has been set, namely 75% of the number of students reaching the assessment criteria for the ability of the material to kick the ball with the inside of the foot has been achieved.

This classroom action research took place in two cycles which were identified by initial observations. With the following details: in the initial observation there were 0 students or 0% who were included in the imperfect category, 12 students 60% in the less than perfect category, and 8 students 40% in the quite perfect category, or with an average per student of 45.58%. In cycle I there were 4 students 20% in the less than perfect category, 9 students 45% in the quite perfect category, and 7 students 35% or with an average per student of 58.91%. And in cycle II there were 4 students 20% in the quite perfect category and 16 students 80% perfect or with an average per student of 75.06%. Referring to the details above, the predetermined performance indicators have been achieved. So that the research is no longer continued in the next cycle, or in other words the jigsaw type cooperative learning model approach can actually improve students' ability to kick the ball with the inside of the foot.

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