



Efforts to Improve Learning Outcomes in Football Games Passing through Wall Media at fifth Grade Students of Public Elementary School 122 Leboni

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Abstract

Passing drills using wall media are used as a tool for practicing passing in soccer games. In this study, the author aims to improve soccer passing learning outcomes. The research aims to determine the extent to which passing ability in soccer games can be improved through the use of wall media at elementary school 122 Leboni. This study is classroom action research involving 15 fifth-grade students from elementary school 122 Leboni as the research subjects. This Classroom Action Research (CAR) aims to improve passing ability in soccer games through the use of wall media. The research is designed in two cycles: Cycle I and Cycle II. In the design of this research, two cycles will be conducted, and each cycle consists of four stages: planning, action, observation, and reflection. The instruments used include the Learning Implementation Plan (RPP) and observation sheets. The RPP is used as a basis for the implementation of soccer learning practices using wall media. The focus of the research data is on passing ability, with the data source being fifth-grade students at elementary school 122 Leboni. Based on the results and discussions presented, it shows that through the use of wall media, the passing ability in soccer games among fifth-grade students at elementary school 122 Leboni has improved. Data analysis indicates a significant improvement in passing ability. In Cycle I, the passing success rate of fifth-grade students at elementary school 122 Leboni was 67%, which increased to 100% in Cycle II. The conclusion is that the use of wall media is effective in improving students' passing ability in soccer games.

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INTRODUCTION

Physical Education is an integral part of the overall education system, which focuses on the development of aspects of physical fitness, motor skills, critical thinking skills, emotional stability, social skills, reasoning and moral actions through physical activities. In the process of learning Physical Education, teachers are expected to teach various basic movement skills, techniques and strategies for games/sports, internalization of values (such as: sportsmanship, honesty, cooperation, discipline, responsibility) and the habituation of healthy lifestyles, which in its implementation is not through conventional teaching in the classroom which is theoretical in nature, but involves physical, mental, intellectual, emotional and social elements (Erfan, 2020). In addition to being able to recognize and respond to the unique needs and personalities of each student, teachers must also be able to develop learning efficiently. Students can improve their athletic abilities through extracurricular activities and curriculum, which can also help them learn more about physical education subjects.

The curriculum in learning football for elementary school students should be adjusted to the physical and cognitive development of students. The research location is elementary school 122 Leboni using the K13 curriculum, with a focus on the basics of technique, coordination, and aspects of team play. During learning, it is better if it is integrated with the values of sportsmanship and cooperation in each training session, sports teachers need to pay attention to physical and psychological needs to create a safe and enjoyable environment. (Hidayat et. al., 2021). The method that is in accordance with the curriculum is to use the practice method using wall media, where in this case the students who are the objects of research are still classified as playing, this will of course encourage students' enthusiasm in learning and will raise interest in participating directly.

Activities provided in teaching must have a tactical-methodical touch, so that the activities carried out can achieve teaching goals. (Ricky, 2020). Physical education is a process that utilizes physical activities, which are planned systematically with the aim of developing and improving the individual organically neuromuscular, perceptual, cognitive, and emotional and social of a student. In achieving the goals of physical education, many supporting factors are needed, including: teacher factors as information providers, students as information recipients, facilities

and infrastructure and learning approaches. The learning approach chosen must be suitable for use in the process of learning theory or skills practice, solely to increase the effectiveness and efficiency of the learning process.

The learning process considers to be effective if the behavioral changes that occur in students at least reach an optimal level. (Hidayat & Riswanto, 2021). Attitudes and behavior in students can be formed by increasing student participation effectively in all forms of sports activities including football games (Hidayat & Bin Anuar, 2023). Football, as one of the most popular sports in the world, has a major impact not only on physical aspects, but also on character development, social skills, and mental health of its players. (Mawardi & Wahyudi, 2021). In recent decades, the rapid growth of the sport of football and its global role as an agent of social change has attracted the attention of the public, coaches and players. (Agustina, 2020). This sport not only provides a place for exercise and competition, but also becomes a platform for building values such as teamwork, honesty, discipline, and responsibility. By involving players from various walks of life and backgrounds, football is able to unite people from different cultures and increase understanding between individuals. (Effendi & Indrawati, 2020).

In addition, Football is also known as an effective learning tool for the development of motor skills, balance and reaction speed. (Dahlan et. al., 2020). Learning values such as leadership, adapting to situations, and managing emotions are also important aspects that can be learned from the experience of playing football. As scientific and technological approaches to sports develop, understanding of game strategies and the physical aspects of football players is deepened. Therefore, the background for playing football involves not only a love of the sport, but also a deep understanding of the technical, tactical, and psychological aspects that support the holistic development of football players. (Prabowo, 2023).

Football is a very popular sport and according to football experts, it is recorded as the most famous sport in the world. (Basmal, 2022). Likewise in Indonesia, football is a sport that has become popular in schools, government and private institutions, universities, and in the general public. (Yuliana & Berlian, 2023). In the school environment, especially at elementary, junior high, and high school levels, the sport of football has been included in the curriculum of sports and health education, so that this sport must be taught in the school environment and looking for talented players starting from an early age can be

done or monitored in schools such as elementary, junior high, high school or in football clubs. There are many benefits that can be obtained by someone in playing football, both in physical, mental, and social growth (Arsal et al., 2021).

Nowadays, football is not only a recreational sport, but is also a competitive sport, because there are high achievement demands and the more the game of football develops, the more it will require developments both in terms of technique and tactics (Wicaksana, 2022). In addition, it is also necessary to find effective and efficient training methods, especially to select and compile good training methods for perfect mastery of basic techniques so that the expected achievements can be achieved (Tarju & Wahidi, 2020). In the game of football also contains elements of beauty, where football players show abilities that can amaze the audience, and this certainly requires practice.

Football is a type of sport that involves playing a large ball game between two teams, each team consisting of 11 people (Hidayat et al., 2021). In observing the implementation of the football game learning process in several schools, especially at elementary school 122 Lebani, it shows that many problems were found that occurred which caused low student learning outcomes in physical education learning, especially in passing material in football games, so they must be resolved immediately so that learning objectives can be achieved properly. Therefore, in teaching basic sports movement techniques and skills to students, a learning method is needed that can increase the activeness of all students in participating in learning, students must be active as a whole in receiving the material, especially the material is the mastery of basic sports techniques (Jumadi et al., 2021).

In football, passing refers to the action of a player to move the ball to a teammate (Umbara, 2020). Passing is one of the most important basic skills in the game. The main purpose of passing is to move the ball effectively between players in the team, either to build an attack or to maintain control of the game (Saipi et al., 2023). Some important points to master about passing in football include basic techniques, accuracy and power, reading space and timing and tactical roles. With a good understanding of basic techniques, communication and tactical understanding, players can be more effective in utilizing their passing skills to support the team's success in the game of football (Tohonus, 2024).

The important aspect in improving passing ability in football game can be done by using wall

media. Passing training in football using wall media is an effective method to hone the fundamental skills of players, especially in ball control and passing precision (Kurnia, 2023). In a simple exercise, players can stand facing a wall and alternately throw the ball against the wall with one foot and catch it with the opposite foot (Sidik, 2021). This not only trains reaction speed, but also improves the player's coordination and balance. Drills focusing on spacing and controlling the ball after bouncing off the wall help improve the player's technique in various distance situations. In addition, head passing drills can also be applied by bouncing the ball off the wall using the head and then throwing it back with the foot. This drill overall improves passing skills and prepares the player for more dynamic game situations. It is important to provide constructive feedback to the player and ensure that correct techniques, such as proper body position and use of the inside of the foot, are applied consistently. By doing these drills regularly, players can develop their passing skills, improve their accuracy, and become more confident in dealing with real game situations.

In the observation results from August to November 2023, from 15 students, 9 students have not completed or 60% and 6 have completed with a percentage of 40%. Means that more dominant students do not master the basic passing techniques properly and correctly. Thus that the process of learning football passing affects learning outcomes. In the learning process, teachers still use the command method in teaching so that it looks very monotonous and boring for students. Therefore, there are still many students who have not reached the minimum completion criteria that have been determined by the school, namely by getting a score of 75. Monotonous training will also make learning boring so that it will make students prone to laziness so that learning is not optimal, especially since the research sample is elementary school students who are still in the introduction process and will be more interested in games. So the researcher wants to apply a training method using wall media so that students become more active and enjoyable during the learning process. Based on the description and reasons in the background of the problem, the author tries to choose a quick and appropriate solution to overcome this is by improving the learning process through classroom action research.

Improving learning outcomes in football games not only involves technical aspects, but also elements of tactical intelligence, reaction speed, and collective understanding (Usman, 2023). Creative and fun learning methods can be the key

to improving player skills, especially in passing. One interesting method that can build these basic skills is by using a wall. Wall-based training creates a dynamic and interactive atmosphere, allowing players to increase speed, improve passing precision, and understand the movements of their teammates. (Dahlan et. al., 2020). In this study, the main focus is to improve the learning outcomes of passing in football games.

This method is expected to create a more enjoyable and engaging learning environment, inspiring intrinsic motivation in players to develop their technical skills. The wall medium also allows for the development of better ball control, as players must respond quickly to changes in direction and speed of the bounce. In addition, the drill involves a series of ball bounces that require quick reactions, helping to improve the speed of information processing and reaction of players. Improved balance and body coordination are also the results of this exercise, as players must maintain balance when throwing and catching the ball. Other benefits include the ability to adjust the distance and height of the ball bounce, allowing players to vary the drill according to different game situations. Overall, wall passing drills provide time efficiency and flexibility as they can be done independently or in small groups, strengthening players' technical and mental skills, as well as increasing their confidence when playing on the field.

Research entitled "Efforts to Improve Passing Learning Achievement in Playing Football by Implementing Innovative Learning" The results of the study showed that the average value of students in the initial condition was 60.56 with a percentage of completion of 6.67%. This condition experienced an increase in the average value of students in cycle I, which was 62.20 and a percentage of completion of 10.00%. However, this increase has not yet reached the previously set target. Then after continuing to cycle II, the average value of students' short running ability again increased by 74.70 with a percentage of completion of 80.00%. This shows that the previously set target has been achieved so that the study was stopped in cycle II. The process of learning forward football passing through a varied learning approach is dynamic and enjoyable and the results of observations of teachers during learning also increase at each meeting.

Is there an improvement in the learning outcomes of soccer passing through the use of wall media among fifth-grade students at UPT SDN 122 Leboni ? . The novelty in this study is that the research subjects are 5th grade students

at elementary school 122 Leboni with a sample of 15 students by improving passing exercises using wall media used as a container for passing exercises in football games. In this study, the author wants to improve the learning outcomes of football passing. Football passing exercises using wall media are a training method in which players practice throwing and catching the ball using a wall as an opponent or partner in training. Wall media can be walls, wall boards, or other surfaces that allow the ball to be bounced back to the player. The purpose of this exercise is to improve basic skills such as passing accuracy, ball control, quick reactions, and throwing techniques using the inside of the foot, chest, or head. Therefore, the author chose the title "Efforts to Improve Learning Outcomes of Football Passing Games Through Wall Media in Class V Students of elementary school 122 Leboni".

METHODS

This study uses Classroom Action Research (CAR), Classroom Action Research is a study that is carried out strictly in order to determine the causal relationship between variables. Classroom action research is a study that is carried out collaboratively by designing, implementing and reflecting on actions to improve and enhance the quality of the learning process through a treatment. The treatment referred to in this study is the application of exercises using wall media in an effort to improve the learning outcomes of Passing activities in football games for fifth grade students of elementary school 122 Leboni by using research instruments for learning in the form of a Learning Implementation Plan and observation sheets. In this research design, two cycles will be carried out and each cycle consists of 4 stages, namely planning, action, observation and reflection.

At the planning stage, a learning plan was prepared that would be applied in this study. Then, at the action stage, a practice or application of the plan was carried out, namely the application of exercises using wall media in football passing exercises. At the observation stage, researchers observed the effectiveness of the application of exercises using wall media in football passing exercises, including monitoring the development of student abilities and identifying aspects that need to be improved.

In the reflection stage, an evaluation is carried out on all activities that have been carried out. This reflection aims to assess the success of the intervention, identify strengths and weaknesses

ses in the training process, and plan improvement steps for the next cycle. The results of the reflection are used to improve and perfect ongoing and tiered learning activities, with the aim of increasing the effectiveness of training and student learning outcomes in football passing techniques. The design in this study is described in the following chart:

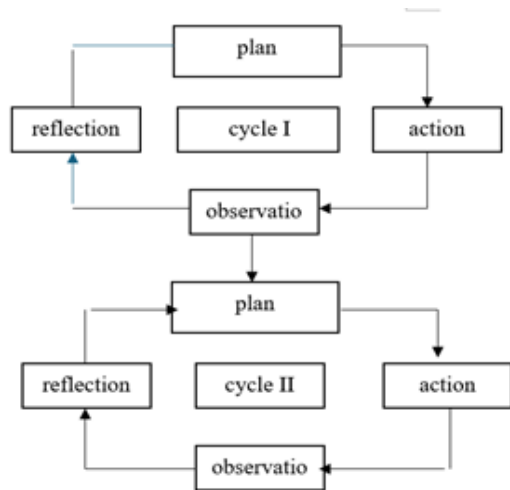


Figure 1. Research Design

Classroom action research (CAR) is a more specific research to overcome problems in the classroom. CAR is used by a teacher/teacher who has problems related to education that need to be solved. In addition to being an effort to improve the quality of learning, CAR is also used to improve the quality of teachers/teacher (Sugiarti, 2023). Data collection from this study was conducted on the research subjects. The 5th grade students at elementary school 122 Leboni as many as 15 people were used as research subjects, in cycle I used to determine the results of learning passing in football games is a test using wall media. The instruments used are in the form of Learning Implementation Plans and observation sheets. RPP is used as a basic material for implementing football game learning practices using wall media while the observation sheet is used as a basis for observation of the effectiveness of using wall media in football game passing exercises. Then the results of the observation sheet are analyzed using descriptive methods.

Assessment was conducted using affective, cognitive, and psychomotor aspects to provide a comprehensive picture of the abilities and development of students. The affective aspect evaluates attitudes, interests, and motivations, the cognitive aspect assesses theoretical understanding and knowledge, while the psychomotor aspect

measures practical skills and application of knowledge in real contexts. With this approach, it is hoped that the assessment can accurately reflect the capacity and progress of individuals holistically.

RESULTS AND DISCUSSION

In the initial observation, the researcher found that most students had not mastered the passing skill well. The observation was conducted on 15 fifth grade students of elementary school 122 Leboni during PE learning. The technique or method of passing is still very difficult for students to master. Of the 15 students, there were 6 students who were able to pass well or could be said to be in the complete category with a percentage of 40% and 9 other students could not pass well or considered to be incomplete in passing by using inside part of the feet with a percentage of 60%. Therefore, this study aims to improve students' passing with the inside part of the feet by applying wall media. Through the use of this media, it is expected that students can improve their passing technique significantly. During cycle I, the intervention was carried out by providing structured exercises using wall media to introduce the right techniques and strengthen basic skills. The results of cycle I showed an increase in students' passing ability, which was then evaluated and followed up in cycle II to achieve further improvement. Initial condition of inside foot passing ability through wall media in fifth grade students of elementary school 122 Leboni.

Table 1. Initial Capability Data of Student Passing

Value Range	Category	Frequency	Percentage
93 -100	Very good	0	0%
84 – 92	Good	0	0%
75 – 83	Enough	6	40%
<75	Not enough	9	60%
Amount		15	100%

Based on the results **Table 1** of initial observations before the action was taken, there were no students who were in the very good or good category. A total of 6 students were in the sufficient category, while 9 students were in the less category. By considering the Standard grade set by elementary school 122 Leboni of 75, it can be concluded that the majority of students have

not reached the minimum level of completion in football passing skills.

Referring to the identified problems, an action was drawn up to improve the inside foot passing ability of class V students of elementary school 122 Leboni through the use of wall media. This action will be carried out in 2 cycles, where each cycle consists of 4 stages, namely: (1) Planning, (2) Implementation, (3) Observation, (4) Reflection.

Learning outcomes of cycle I

Cycle I in this research went through 4 stages, namely:

Planning

Planning in the first cycle as an initial step in conducting classroom action research includes:

- 1) Preparation of the learning implementation plan for Class V SDN 122 Leboni.
- 2) Prepare learning media and learning resources.
- 3) Create an assessment test of inside foot passing ability through a wall based on the material taught.

Implementation

In the implementation of the first cycle of Classroom Action Research (CAR), this activity was carried out in two meetings. The first meeting was dedicated to the learning process regarding passing techniques, while the second meeting was used to test the ability to pass through the wall media. Each meeting lasted for three lesson hours, which was equivalent to thirty minutes per session, or a total of 180 minutes. During the implementation, the activities were divided into three stages: initial activities which included warm-ups and explanations of learning objectives, core activities which included demonstrations of passing techniques and exercises, and final activities which included brief reflections and assignments for independent practice.

1) Initial activity

The initial activity, which lasted for 15 minutes, was a very important initial step in learning the inside foot passing skill through the wall media in the context of football learning. At this stage, students were arranged in lines on the field to start the learning process with orderly steps. Furthermore, a moment of prayer together was held as an opening before starting the learning activity, emphasizing togetherness and enthusiasm in the learning process. Not to be missed, the activity included checking student attendance to ensure full attendance and active involvement in the upcoming learning. To prepare students

physically, appropriate warm-ups were carried out to ensure their bodies were ready before starting intensive passing technique training. In addition, students were also divided into small groups to facilitate the implementation of teaching and learning activities and encourage collaboration and interaction between students in learning.

2)Core activities

In the first meeting, which lasted for 105 minutes, the researcher began by explaining the learning objectives to the students, as well as providing motivation so that they were encouraged to participate actively. Next, the researcher explained in detail how to do the pass and provided direct practice to the students so that they could easily understand the movement well. During this process, the researcher gave clear directions and provided feedback to help students improve their techniques. After that, the researcher explained the rules and how to play in the context of learning to pass through the wall media, providing a deeper understanding of the concepts and practices that will be carried out in the learning process.

In the initial stage of implementation in the first cycle, students will do wall passing exercises with a distance of about 3 meters from the wall or from behind the boundary line. When the whistle is blown, students will start kicking the ball towards the wall. The ball that bounces off the wall will be kicked back by students towards the wall, and this process will be repeated repeatedly for approximately 1 minute. The purpose of this exercise is to train movement coordination and improve students' passing accuracy.

3)Final activity

In the final activity, which lasted for 15 minutes, students were gathered again to conduct a comprehensive evaluation of how to perform the passing movement through the wall media correctly. The researcher facilitated a discussion to evaluate students' understanding of the techniques that had been learned and provided constructive feedback. In addition, the researcher also took the time to review errors in the movements that might have occurred during the learning process. This aims to ensure that students gain a deep understanding of the concepts and techniques taught and to help them correct the errors that occur.

Observation

Based on the observation results in cycle 1, the researcher conducted an initial assessment of students' abilities, which was then followed by a general warm-up session to prepare students

physically. Furthermore, the researcher trained students to be more actively involved in the research process, by giving them more opportunities to think critically and creatively in absorbing the learning materials. This approach was carried out by utilizing wall media as a learning aid, allowing students to be more interactive and involved in the learning process.

The results of observations during the PE learning process with passing material through wall media showed several important findings. In the early stages of learning, there were still some students who were not serious about warming up, indicating a lack of concentration and involvement from some students in the physical preparation process. When entering the core stage of learning, there were still a number of students who participated less and paid less attention to the material presented. They showed difficulty in absorbing information and may have difficulty in understanding the concepts taught. This is reflected in the request of several students to re-explain the learning material that had been presented by the researcher, indicating that they still had difficulty in understanding the material in depth. From these findings, it is clear that a more differential approach and additional support are needed to ensure that all students can follow the learning well and achieve optimal understanding.

In the final stage, the researcher gave messages and motivation to students to encourage them to continue the learning process. These messages aim to inspire students to continue to try and be dedicated in developing their skills in passing through the wall media. In addition, the researcher gave awards to students who had succeeded in passing well during the learning session. This award is not only a form of appreciation for the students' efforts and achievements, but also as additional motivation for them to continue to improve their skills in learning football. By providing positive messages and awards, it is hoped that students will be more motivated and enthusiastic.

Results

The activities that have been carried out in cycle 1 are the presentation of material on passing ability through wall media for 2 meetings and for the test activity carried out at the second meeting or taking the psychomotor aspect value. The ability to pass through wall media can be classified as: very good, good, sufficient, and lacking.

Based on **Table 2**, out of a total of 15 research subjects, no students were in the very good category. There were 2 students in the good cat-

egory with a percentage of 13%, 8 students in the sufficient category (54%), and 5 students in the less category with a percentage of 33%. This shows variations in the level of understanding and skills of students in the material being taught, with the majority of students in the sufficient or less category. Thus, it can be concluded that additional efforts are still needed to help students who are at a lower skill level to achieve the expected level in learning passing through wall media.

Table 2. Assessment of Passing Ability Cycle 1

Value Range	Category	Frequency	Percentage
93 -100	Very good	0	0%
84 – 92	Good	2	13%
75 – 83	Enough	8	54%
<75	Not enough	5	33%
Amount		15	100%

Based on the ability to pass the inside of the foot through the wall media in cycle 1, the percentage of student learning completion can be seen in the **Table 3**.

Table 3. Assessment of student completion in cycle I

Completion criteria	Category	Frequency	Percentage (%)
0-74	Not Completed	5	33%
75-100	Completed	10	67%
Amount		15	100%

Based on the data in the **Table 3**, the evaluation of the ability to pass through the wall media in cycle 1 shows interesting results. As many as 5 students, or around 40% of the total 15 students observed, have not reached the learning completion level, with a value range between 0 and 74. On the other hand, the majority of students, namely 10 students or around 67%, have reached the learning completion level, with a value range between 75 and 100. This indicates that there is variation in student achievement of the learning material. However, it can be concluded that most students have achieved or exceeded the completion standards set in learning passing through the wall media in this first cycle.

Reflection

Based on the results of observations during the implementation of cycle 1, it can be seen

that students have almost achieved the previously determined classical success indicators. This indicates positive progress in learning achievement. However, it should be noted that there is still a little distance that needs to be improved so that student achievement can fully reach the desired standard. By realizing this, researchers can use this information as a basis for evaluating and refining learning strategies in the next cycle, so that they can help students achieve the expected level of success. As a form of reflection that can be considered in revising actions in cycle 2, namely:

- 1) Students pay less attention to learning so they have difficulty passing.
- 2) Students are not serious in doing passing resulting in less than optimal results. Therefore, it is expected to be a material for improvement in cycle 2.

Learning outcomes cycle 2

As in cycle 1, cycle 2 also has 4 stages, namely planning, implementation, observation and reflection. These stages are useful for knowing the abilities of fifth grade students of elementary school 122 Leboni in learning football passing games using wall media.

Planning

Planning in the first cycle as an initial step in conducting this classroom action research, namely preparing everything needed to conduct the research which includes:

- 1) Preparation of the learning implementation plan for class X1 of State Senior High School 5 Palopo through wall media in football learning by looking at the shortcomings that occurred in cycle 1.
- 2) Prepare learning media and learning resources.
- 3) Create an assessment test of inside foot passing ability through a wall based on the material taught.

Implementation

The implementation of classroom action research (CAR) in cycle 2 took place in 2 meetings, with details of one meeting for the learning process by evaluating the errors that occurred in cycle 1 regarding passing and one meeting for the test of passing through the wall media. Each meeting lasted 3 teaching hours (3x45 minutes). Activities carried out in the implementation stage include initial activities, core activities, and final activities.

1)Initial activity

In the implementation of learning the ability to pass the feet using the wall media in cycle 2, the initial activity lasts for 15 minutes and includes a series of steps as follows. First, students are lined up on the field to start the learning process with a directed order. Then, a prayer is held together as an opening step before starting learning, emphasizing the values of togetherness and spirituality in the learning process. Furthermore, student attendance is checked to ensure that all students are fully involved in learning. After that, a physical warm-up session is held to prepare the students' bodies before starting the passing technique practice, with the aim of maintaining health and preventing injury. Finally, students are divided into well-organized lines, facilitating a more efficient and structured learning process.

2)Core activities

In the first meeting, which lasted for 105 minutes, the researcher began by explaining the learning objectives to the students and providing special motivation to those who had not reached the passing level in the previous cycle. The researcher gave examples again and explained in more detail about the correct passing movements, providing clearer illustrations so that students could more easily understand the correct way to pass using the wall media. These steps were intended to provide additional guidance to students, clarify concepts that may still be confusing, and ensure that all students had a strong understanding of the techniques taught.

In the second stage (cycle II), students practice passing to the wall at a distance of about 3 meters from the wall or from behind the boundary line. When the whistle is blown, students start kicking the ball towards the wall that has been designated as a target with numbers 1, 2, and 3. The ball that bounces off the wall is then kicked back by the students towards targets 1, 2, and 3 repeatedly for a period of 1 minute. The purpose of this exercise is to train the accuracy and precision of students' passing, while also improving their ability to adjust the strength and direction of the kick.

3)Final activity

In the final stage, which lasted for 15 minutes, students were reassembled to conduct a comprehensive evaluation of how to perform the passing movement through the wall media correctly. The researcher facilitated an evaluation discussion involving students, where they could share their experiences and understanding of the

passing techniques that had been learned. In addition, the researcher also reviewed the movement errors that might have occurred during the learning process. This aims to identify points that need to be improved and provide constructive feedback to students, so that they can improve their skills in learning passing through the wall media. Thus, this final stage is an opportunity for students to reflect on their learning and to get additional direction to improve their abilities in the future.

Observation

According to the observation results in the second cycle, the researchers showed that they started by giving an initial assessment to students, then continued with a general warm-up and directed students to be more involved in this study. In this process, students were trained to be more active in thinking in understanding the learning provided according to the method using wall media.

During the learning process in Physical Education, Sports, and Health lessons with the material of passing through the wall media, the results of observations showed that at the beginning, students had shown seriousness in doing warm-ups. When the core learning took place, all students were active and able to do the inside foot passing movement without difficulty. In addition, students also showed seriousness and confidence in doing the movement. After the material was finished, students did not ask for much additional explanation about the learning material that had been given.

At the end of the activity, students have paid attention to the explanation of the material from the researcher. Overall, students began to compete to raise their hands when the researcher asked students who could briefly summarize the material that had been studied. After all was done, it was seen that students were very enthusiastic in listening to the messages and motivations from the researcher.

Learning results of cycle II

In cycle 2, the activities that have been carried out include the presentation of passing ability material through wall media in 2 meetings. The test was then conducted at the second meeting to measure the value of the psychomotor aspect.

According to **Table 4.**, from a total of 15 research subjects, no students were in the poor category, 4 students were in the good category with a percentage of 27%, 9 students were in the sufficient category with a percentage of 60%, and

2 students were in the very good category in their ability to pass wall media with a percentage of 13%.

Table 4. Results of the ability assessment

Value Range	Category	Frequency	Percentage
93 -100	Very good	2	13%
84 – 92	Good	4	27%
75 – 83	Enough	9	60%
<75	Not enough	0	0%
Amount		15	100%

Based on the ability to pass the inside of the foot through the wall media in cycle 2, the percentage of student learning completion can be seen in the **Table 5.**

Table 5. Completion of cycle II

Completion criteria	Category	Frequency	Percentage (%)
0-74	Not Completed	0	0%
75-100	Completed	15	100%
Amount		15	100%

Based on the given **Table 5** of completion criteria, there are two categories that are taken into account. First, the “Not Complete” category with a value range of 0-74, represented by 0 students, or equivalent to 0% of the total 15 students. Second, the “Complete” category with a value range of 75-100, consisting of 15 students, or reaching 100% of the total 15 students. Thus, of all the students who were the subjects of the study, all students succeeded in achieving the completion criteria in the ability to pass the inside of the foot through the wall media in cycle 2

Reflection

Based on the results of observations and evaluations during the implementation of cycle 2, it can be seen that most students have achieved the success indicators. As a reflection, this is a consideration for revising actions in cycle 2. Some steps that can be considered in revising actions are reviewing the teaching methods used, providing additional assistance to students who need it, adapting learning strategies according to individual needs, and conducting continuous formative evaluations to monitor student progress. Thus, the revision of actions in cycle 2 is expected to help improve the achievement of classical success for all students.

Comparison of cycle I and cycle II

In the implementation of learning, the comparison between cycle I and cycle II shows a significant evolution in the achievement of learning outcomes of grade V students of elementary school 122 Leboni in the ability to pass football through wall media. There was an increase in student abilities which can be seen in table 5 of cycle II, the revised actions and refined strategies had a real positive impact on improving students' understanding and skills in the context of the learning.

Table 6. Completion of cycle I and cycle II

Mark	Category	Cycle I	Cycle II
		Percent-age (%)	Percent-age (%)
<75.00	Not finished	33%	0%
>75.00	Completed	67%	100%
Amount		100%	100%

Based on **Table 6** in cycle I there were 5 students with the category of incomplete grades with a percentage of 33%, while for students with the category of complete grades there were 10 students with a percentage of 67%. In cycle II, the data shows that there were 0 students who did not complete with a percentage of 0% and students in the complete category were 15 students with a percentage of 100%.

Based on the data in **Table 6** it shows changes in students' passing scores in cycles I and II. After learning cycle II, students were able to better understand the passing techniques in the football game taught by the researcher.

The first cycle was conducted in two meetings, where the wall passing ability test was conducted in the second meeting. Each meeting will present material according to the learning plan, with several target items delivered in each meeting. The increase in passing ability results in football games using wall media in grade V students of elementary school 122 Leboni in the first cycle was not in accordance with expectations, because the individual success indicators that had been set had not been achieved. This was due to the many problems found by the researcher. The problems encountered by the researcher were the lack of student attention in learning and some students were still hesitant to do passing movements.

The second cycle was carried out in two meetings, one of which was used to test the results of the passing ability of football learning. Each meeting will follow a learning plan that is in accordance with its target, with several items

that will be taught in each meeting. In the second cycle, there was an increase in the results of passing ability in football games through wall media in grade V students of elementary school 122 Leboni according to expectations. This can be seen from the achievement of the success indicators that have been set. In addition, there was an increase in student attention, activity, and motivation. Changes in student attitudes and behavior are also one of the targets that have been achieved in this learning.

In the second cycle, there was a significant change. Students have shown high enthusiasm and increased their level of attention during learning. They have also overcome the difficulties they previously faced in doing inside foot passes in football learning. Students have shown a high level of seriousness and paid full attention to the explanation given by the researcher.

This research is in line with research conducted by Rifa'i (2022) in a study entitled "Efforts to Improve Passing Skills in Football Games Through Wall Media in Class X1 Students of State Senior High School 5 Palopo" which states that by using wall media, it can improve the quality of learning and provide enthusiasm to students because they do not feel bored in carrying out passing skills in football games through wall media, more attractive learning methods that are provided can stimulate students' interest in physical education learning, especially in football games.

Based on the results of the research (Wardiansyah, 2016), the study had a positive impact on students as it consisted of two cycles: Cycle I and Cycle II, which included planning, implementation, observation, and reflection. In the learning process of Cycle I, 12 students, or 70.6%, passed, while 5 students, or 29.4%, did not pass. Therefore, the process continued to Cycle II to give students an opportunity for improvement. The teacher created a game called "cat and mouse," which encouraged students to participate and succeed. As a result, 17 students passed, and 0 students did not pass.

The results of the study on the "cat and mouse" soccer game in relation to passing and control show that the Asymp. Sig is 0.12, with the explanation that it is $\geq \alpha$, leading to the conclusion that there is no significant effect of the "cat and mouse" soccer game on passing and control. Additionally, a Sig. Value of $0.07 \geq \alpha$ (0.05) was obtained, and the average gain test result was 5, indicating a moderate average gain. Therefore, it can be concluded that there is a significant effect of the "cat and mouse" soccer game on passing

and control in soccer (Syahrizal et al., 2018).

The results of this study show that in the initial condition, only 36.37% of students achieved mastery. The researcher then made improvements in Cycle I, where 54.53% of students achieved mastery, while 45.47% did not. In Cycle II, there was a significant improvement in student learning, with 86.38% of students achieving mastery, and only 13.62% not yet mastering the material. These results have met the minimum learning mastery indicator, which is 70%. It can be concluded that the use of play-based methods in improving soccer passing skills has a positive impact, as it not only enhances learning outcomes but also prevents students from becoming bored with the soccer passing lessons (Munir et al., 2022).

Based on the results of the study, it can be concluded that the use of wall media is effective in improving the quality of learning and arousing student enthusiasm. This happens because students do not feel bored in carrying out passing learning in football games through wall media. New learning methods tend to make students more enthusiastic about learning so that students can better understand the main focus of learning."

CONCLUSION

Based on the results and discussion that have been described, it can be concluded that the use of wall media has proven to have a positive impact on improving passing ability in soccer, specifically among fifth-grade students at elementary school 122 Leboni. This improvement is clearly reflected in the data analysis, which shows a significant change in students' passing ability from one cycle to the next. In Cycle I, the percentage of students who met the passing ability standards was 67%. However, after implementing interventions and improvements through the use of wall media, this percentage drastically increased to 100% in Cycle II. Therefore, it can be concluded that the use of wall media is highly effective in enhancing students' skills, particularly in the area of passing ability in soccer.

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