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# DOES THE PEER TEACHING MODEL HAVE A SIGNIFICANT IMPACT ON IMPROVING STUDENTS' FOOTBALL PASSING SKILLS?

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## Abstract

*Study This aiming For analyze the influence of the Peer Teaching learning model on deep passing skills game football for students Class VIII of SMPN 3 Kuningan. Background study show that students passing ability Still classified as low, frequent caused by the method learning less traditional interactive and lack of involvement active students. The research method used is experiment with One Group Pretest-Posttest Design, involving 36 students from One selected class through cluster random sampling. Data were collected through test Football passing accuracy (pretest and posttest) was measured from number of balls in and time implementation, then analyzed using prerequisite tests (Shapiro-Wilk normality and Levene's Test homogeneity) and Paired Sample t-Test hypothesis testing with SPSS. The results of the study show existence improvement significant on students' passing skills after implementation of the Peer Teaching model, with higher average posttest score tall compared to pretest. Findings This indicates that Peer Teaching is effective in increase understanding and skills technical, as well as create atmosphere learn more collaborative and supportive, in line with theory Study Vygotsky's social emphasis importance interaction social and guidance Friend peers. With Thus, the learning model This recommended For applied in PJOK learning to optimize mastery technique base football.*

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## INTRODUCTION

Football is one of the most popular and loved sports in the world, played by two teams of eleven players each (Ngolo et al., 2018) . The main goal of each team is to score as many goals as possible by putting the ball into the opponent's goal, where players are only allowed to use their feet and head to control or score goals, except for the goalkeeper in their area. This sport is very dynamic, requiring teamwork with various positions, strategies, tactics, and strong mastery of basic techniques. Basic techniques such as passing, dribbling, shooting, ball control, tackling, and heading are very important to master, because the ability to apply these techniques effectively will strengthen the team's game and optimize the strategy that has been prepared by the coach (Ngolo et al., 2018; Nizar et al., 2024)

Among the various basic techniques, passing or passing the ball is a crucial fundamental component in football. Passing is the basis for building attacks, maintaining possession of the ball, controlling the rhythm of the game, and creating scoring opportunities (Rahman, Khinta Sani, 2020) . This technique is essential for effectively moving the ball between players, both to maintain possession of the ball, organize attacks, and break down the opponent's defense. With various types of passing such as short, long, and cross passes, players are required to have accuracy, speed, and quick decision making, making it the core of the game strategy (Priyo Utomo & Indarto, 2021) . Good passing skills allow players to contribute more effectively to the overall performance of the team.

However, in reality, many players, especially at the beginner level, have difficulty in mastering passing techniques effectively. This is often caused by the lack of interactive and relevant learning methods, as well as the minimal active involvement of players in the training process. Traditional learning methods commonly applied in soccer training tend to be less effective because they do not provide space for players to interact and learn collaboratively (Agus Ismail, 2022) . The learning model applied must support the development of technical skills, such as passing, through an approach that is appropriate to the characteristics of the students and the material being taught (Putri, 2023) .

At SMPN 3 Kuningan, similar problems were observed. The passing ability of grade VIII students is still relatively low, with around 65% of students getting scores below the minimum passing standard (KKM) based on initial observations. These difficulties include inaccuracy, lack of passing power, and less than optimal coordination in teamwork. Factors contributing to this low passing skill include a lack of in-depth understanding of passing techniques, lack of intensive practice, low student motivation, lack of self-confidence, and learning methods that are still conventional. Learning that is only one-way without involving active students and the lack of opportunities for direct feedback from peers slows down the development of their passing skills.

To overcome this problem, innovation is needed in learning methods that can encourage students to actively participate, share knowledge, and work together in training. One learning model that is considered effective and relevant is Peer Teaching (Peer Tutor-Based Learning). This model involves more skilled students to teach their peers who are still having difficulties (Haris, 2018; Nanag, 2023) . The application of Peer Teaching not only improves understanding of material and technical skills, but also hones communication, cooperation, and problem-solving skills, and creates a more interactive, dynamic, collaborative, and participatory learning atmosphere. Therefore, it is important to conduct research on the effect of the Peer Teaching learning model on passing skills in soccer games. This research is expected to provide an overview of the effectiveness of this model in improving basic soccer skills, especially passing, and to make a positive

contribution to the development of PJOK learning methods in schools.

## RESEARCH METHOD

Research methods This use approach experiment with One Group Pretest-Posttest design for evaluate the effectiveness of the Peer Teaching learning model in increase soccer passing skills. Before treatment, participants educate will undergo a pretest for measure ability beginning they. Next , they will follow a series learning during nine meetings where Peer Teaching was implemented , with more students skilled guide Friend peers in passing technique . After all over session learning finished, posttest will be done For measure improvement skills they. Population study is all over student class VIII junior high school, with 36 students from One selected class in a way random as sample through cluster random sampling technique. Instrument main data collection is test accuracy of passing football to goal small, which will measured Good from aspect success kick and also time implementation, and the results will converted to in T- Score as well as rated based on the norms that have been set . Data analysis will be includes prerequisite tests (normality) with Shapiro-Wilk and homogeneity with Levene's Test) and hypothesis testing using Paired Sample t-Test for see whether There is difference significant between pretest and posttest results, with criteria significance (p-value) 0.05.

## FINDINGS AND DISCUSSION

The following data presents descriptive statistics of the pretest and posttest results involving 36 participants. The pretest was used as a baseline to measure participants' initial abilities before the intervention, while the posttest assessed achievement after the program was implemented. These descriptive statistics include minimum, maximum, mean, and standard deviation values, which provide an overview of the distribution and variation of the data. By analyzing the differences between the pretest and posttest, it can be evaluated to what extent the program has an effect on improving participants' competence.

**Descriptive Statistics**

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| PRETEST | 36 | 50 | 69 | 58.64 | 4.716 |
| POST | 36 | 55 | 82 | 68.61 | 5.395 |
| Valid N (listwise) | 36 | | | | |

Based on statistics descriptive, visible existence improvement mark from pretest to posttest . The pretest average was 58.64 with standard deviation 4.716, while the posttest average increase to 68.61 with standard deviation 5.395. The minimum pretest score was 50, which increased to 55 on the posttest , while mark maximum also experienced increase from 69 to 82. This is show that the learning program or training provided succeed increase understanding or skills participant in a way significant. Although there is variation in level improvement individual, trend overall nature positive. With Thus, it can concluded that interventions carried out effective in reach objective learning. Analysis morefurther, such as statistical tests inferential (e.g. paired sample t-test), can done Fortest significance improvement This in a way more deep.

**Normalitas**

**Tests of Normality**

| | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| PRETEST | .114 | 36 | .200* | .971 | 36 | .439 |
| POSTEST | .094 | 36 | .200* | .988 | 36 | .963 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on normality test results, both pretest

and posttest posttest show mark higher significance (Sig.) big of 0.05 in both tests (Kolmogorov-Smirnov and Shapiro-Wilk). The pretest significance values were 0.200 (Kolmogorov-Smirnov) and 0.439 (Shapiro-Wilk), while posttest yielded 0.200 (Kolmogorov-Smirnov) and 0.963 (Shapiro-Wilk). This show that No There is sufficient evidence For reject hypothesis normality, so that can concluded that the pretest and posttest data normally distributed . With fulfillment assumption normalit , analysis parametric like a paired sample t-test can done For test significance improvement mark between pretest and posttest . Findings This strengthen validity use method statistics parametric in evaluation more carry on to effectiveness of learning programs or training provided.

**Homogenitas**

**Test of Homogeneity of Variances**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| PRETESETPOSTEST | Based on Mean | .328 | 1 | 70 | .569 |
| | Based on Median | .384 | 1 | 70 | .538 |
| | Based on Median and with adjusted df | .384 | 1 | 68.736 | .538 |
| | Based on trimmed mean | .341 | 1 | 70 | .561 |

Homogeneity test results variance show mark significance (Sig.) consistently above 0.05 for all calculation (based on mean = 0.569, based on median = 0.538, and based on trimmed mean = 0.561). This is indicates that No there is proof sufficient statistics For reject hypothesis zero about similarity variance between group. With Thus, it can concluded that assumption homogeneity variance fulfilled ($p > 0.05$), which validates use of parametric tests For analysis more carry on in study this. Findings This strengthen eligibility use method statistics such as ANOVA or t-test in testing hypothesis study furthermore.

**Hipotesis**

**Paired Samples Test**

| | | Paired Differences | | | | | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | | | |
| Pair 1 | PRETESETPOSTEST - KELAS | 62.125 | 6.761 | .797 | 60.536 | 63.714 | 77.964 | 71 | .000 |

Based on the results of the paired samples t-test, found very significant difference between pretest and posttest scores with t- value = 77.964 and p-value = 0.000 ($p < 0.001$). The mean difference is 62.125 with a 95% confidence interval in between 60,536 to 63,714 shows that improvement mark after intervention nature consistent and significant. These results indicates that the learning program or training provided effective in increase understanding or competence participant in a way statistics. Findings This strengthen conclusion previously from analysis descriptive that interventions carried out succeed reach objective expected learning.

## Discussion

In this study, the application of the Peer Teaching learning model significantly improved students' soccer passing skills, as evidenced by an increase in the average score on the posttest compared to the pretest of 36 students. These results indicate that the model involving students as peer tutors is

effective in mastering basic soccer techniques. This finding is consistent with the view (Haris, 2018) , which emphasizes that peer teaching facilitates understanding of the material through active social interaction, encourages students to become active subjects in the learning process, and increases self-confidence, responsibility, and critical thinking skills. Students who act as tutors can provide in-depth re-explanations of passing techniques, including body placement, direction of view, and kick strength, so that there is a meaningful transfer of knowledge between peers. Furthermore, the positive impact of peer teaching on motor skills is also in line with Vygotsky's social learning theory, which highlights the important role of social interaction and the zone of proximal development (ZPD) in learning (Vygotsky in) (Alwis et al., 2024) . Through peer guidance, students are able to achieve understanding and skills that were previously difficult for them to master independently. Thus, the use of the peer teaching model not only improves technical skills but also creates a collaborative and supportive learning environment, in line with the opinion of (Nanag, 2023) who stated that this model encourages active discussion, joint practice, and feedback between students, resulting in a deeper learning experience and is worth considering for wider application in PJOK learning.

## CONCLUSION

Based on the results of the research and discussion that have been conducted, it can be concluded that the Peer Teaching learning model has a significant effect on improving passing skills in soccer games for grade VIII students at SMPN 3 Kuningan. The increase in scores from the pretest to the posttest results shows that this approach is able to improve students' understanding of basic passing techniques more effectively than conventional methods. Through learning that involves students as peer tutors, the training process becomes more interactive, collaborative, and provides space for students to guide each other and receive direct feedback. Thus, the Peer Teaching model has proven to be an effective learning strategy in improving students' motor skills in the field of physical education, especially in soccer games.

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