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The Effect of Rugby Drills on 7's Rugby Playing Skills

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Abstract

Rugby is a contact sport that alternates fast attacks with submaximal intervals of exercises such as walking and jogging. Very complex, high-intensity training programs such as running and specific competitions such as tackles, mauls, rucks, and scrums. The research design used a pre-experiment because this study used a sample of 20, and the control group was not randomly selected. This study used a one-group pretest-posttest method. Based on the results of the research and discussion that has been presented regarding the data on the effect of rugby drills training on playing skills, it can be concluded that there is a significant influence between the pre-test and post-test on exercise training on rugby 7's playing skills.

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INTRODUCTION

Exercise is a procedure performed methodically, repeatedly, and with increasing training loads over a long enough time to improve overall body movement stimulation (Saputra & Ahmad, 2021), Sandi Dalam (Afandi & Wijaya, 2022). Humans must engage in physical conditioning exercises, which have an acute and long-term impact on the cardiovascular system, to maintain optimal physical fitness. Exercises to improve physical fitness consist of planned, systematic and repetitive body movements performed by muscles. An important technique to prevent and reduce the decline in function caused by aging is physical activity. Exercise is any deliberate, automatic, and repetitive body movement that utilizes more energy and is done to improve physical fitness (Pranata & Kumaat, 2022) (Nur'amalia et al., 2022) (Tanzila & Hafiz, 2019).

As for the training techniques that should be used on every athlete, the meaning of technique has been perceived differently by society, changing its meaning. The phrase "method" often refers to processes in the larger community. According to Adhi et al. (2017), A training approach is a scientific approach that uses systematic treatment to improve athletes' talent, skills, and physical condition according to the sport played. According to (Hidayat & Witarsyah, 2020), the training method is the goal of a long-term training process, which is programmed, methodical, directed, and continuous by sports and coach guidance procedures to improve and maintain athletes'

achievements. Several unique techniques can be used to achieve the exercise's goals. This means that it is not enough to simply use a method to achieve the goals of the exercise. This suggests that more than the method alone will be needed to meet the purpose of the exercise. Sports technique is a type of motor skill (movement) used in several sports or activities that can be assessed for quality based on the quality of movement coordination (Yusuf & Irawadi, 2019).

Coaches must be aware of the shortcomings of playing athletes and the training to be done. Instability in an athlete's performance during a game or match cannot be separated from the underlying behavior and psychological characteristics. Mental or psychological factors determine the weakness of an athlete's play. Therefore, psychological elements often determine and significantly affect the performance of athletes (Retnowati, 2017). Some psychological factors that play a role in athletes' performance include emotions, motivation, intelligence, *self-confidence*, *stress*, *anxiety*, and discipline.

Rugby is a tactical game with many planned patterns, but players with solid skills can win matches. However, that differs from the purpose of rugby matches; Instead, a rugby player must rely on every teammate to build a strong game and make wise choices. Every team member must work together to succeed in everything.

Rugby is a sport closely related to physical contact, which alternately performs

fast attacks with submaximal training intervals such as walking and *jogging*. Also, there are high-intensity exercises like running and competitions like *tackle, maul, ruck, and scrum*. Rugby is famous for using a fundamental approach similar to other sports. *Passing, tackles, rucks, and mauls* are fundamental game moves. Mastery of rugby techniques and players' physical, tactical, and mental conditions affect a team's chances of winning or losing the game (Nugraha, 2022). Rugby has changed over time to become a recognized sport in Australia, New Zealand, South Africa, and the United Kingdom. From 1964 to 1980, the increase in clubs from 80 to 1000 proves that millions of people have heard of and even played rugby. (Barnaman, 2020)

Rugby has become a course in the academy community of the Sumedang Campus of the Indonesian University of Education in addition to being a UKM. In addition to achievements, several students, including the creator of UKM Rugby, have been asked to help the Indonesian rugby team. Another reason many students join Rugby UKM is that the sport is still relatively new, has less fanfare, and is simply due to the lack of intense competition compared to other sports. So, it is straightforward for students to succeed in rugby.

Based on the author's observations about the ability to play rugby, UKM students still need to gain basic mastering techniques supporting their playing skills, such as *passing, tackling, catching, rucking, mauling, scrum, line out, attacking, and defending*. Thus, researchers are interested in exploring how

rugby *drills* affect the skills of SME students at the Indonesian University of Education Sumedang Campus.

Various exercises range from adversity to helping him hone his rugby talent. A rugby drill is a training program carried out by drill or repetition. It consists of *passing, tackle, catching, ruck, maul, scrum, line out, attack, and defend* movements with various training patterns for attack and defense.

METHODS

This study used experimental meth to investigate the existence of the development and impact of *drills* training on rugby 7's playing ability. Research to evaluate the existence of causal relationships by including variables is known as experimental research (Sahir, 2021). According to the traditional view, an experiment is a study to ascertain how the independent variable affects the impact variable (dependent variable). According to Sugiyono (Shidiq & Choiri, 2019), a pre-experimental research methodology is used in this investigation. This pre-experiment design has not been an actual experiment because the independent variable is still influenced by external variables other than the independent variable (free).

The study design used pre-experimentation; this study was used because the sample and control group were not randomly selected. This study used a *one-group pretest-posttest* design on participants without a comparison group. The subject class underwent three testing procedures: *pre-test* (O¹),

wallchart treatment (X), and *post-test* (O²). The effect of the treatment offered can be seen in the

difference between O¹ and O² results (Shidiq & Choiri, 2019).

Table 1 One group pretest-posttest

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O ¹	X	O ²

The research was conducted on January 18 - February 18, 2023, at the Ciautum Football Field, Kotakulon, South Sumedang, Sumedang Regency, West Java. This study used a sample of UKM Rugby Universitas Pendidikan Indonesia Sumedang Campus students to obtain research data. The instrument used is the *Game Performance Assessment Instrument* (GPAI). According to

Oslin et al. (Cahyo, 2022), GPAI is a reliable method for evaluating how healthy games are executed because (1) it provides a more complete meaning for game execution than judgment in conventional games; (2) It values all execution features and helps players with low skill levels; (3) flexible because educators, trainers, and

Table 2 Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistics	Statistics	Statistics	Statistics	Std. Error	Statistics	Statistics
PRE-TEST	20	10	32	19.80	1.572	7.031	49.432
POST-TEST	20	13	35	22.75	1.410	6.307	39.776
Valid N (listwise)	20						

Based on data in the descriptive statistical table, the average score of playing skills in UPI Sumedang rugby students in pre-test and post-test data is different and has a difference. From the pre-test results, the average score was 19.80, the standard deviation was 7,031, and the variance was 49,432. While the post-test results obtained an average score of 22.75, a standard deviation of 6,307, and a variance of 39,776. After the description of statistical data is obtained, the next step of

statistical testing is the normality test. The normality test researchers use is Shapiro-Wilk because the sample number is <100. Here are the prerequisites for the normality test:

the researcher can choose which part of the survey implementation model to use, and (4) survey the selected sections and implementation model based on what has been instructed.

The game components in GPAI are (1) decision-making, (2) skill execution, (3)

adjustment, (4) cover, (5) support, (6) guard/mark (7) base. To complete the game component, assessment criteria are needed in athletes' games, namely: (1) feeble performance; (2) weak performance; (3) moderately effective performance; (4) effective performance; and (5) very effective performance.

(Statistical Package for the Social Science). Through the Shapiro-Wilk test and 5% significant level data testing criteria. After conducting a data normality test, an average test of one sample was carried out using paired sample t-test testing with a signification (2-tailed) < 0.05 or > 0.05 , which indicates a change or no change. Next, analyze the data using a linear regression test with the formula R square.

In data analysis using data normality test, one-sample average test, and linear regression test. To obtain the results of normality data is used so that the data obtained is at the level of a normal distribution or not, by H^0 (no influence) or H^1 (influence), whose normality testing is assisted by SPSS version 20

FINDINGS AND DISCUSSION

Findings

After the research data is obtained, the next step is data processing and analysis using a statistical approach with the SPSS 20 series application. Here is a description of the statistical data that has been done:

Table 3 Tests of Normality

Statistics	Shapiro-Wilk		
	Df		Sig.
Initial data	.935	20	.193
Final Data	.967	20	.696

It is based on the normality test result table data using *Shapiro-wilk*, the Pre-test Sig. a score of $0.193 > 0.05$, then the normal distribution and the *Post-test Sig.* Value of $0.696 > 0.05$, then the normal distribution. So that there is an influence on the difference in treatment given to each variable.

After the data obtained is declared normal, the next statistical testing step is a hypothesis test. The hypothesis test used by researchers is *the paired sample t-test*. Here are the prerequisites for hypothesis testing:

A signification value (*2-tailed*) < 0.05 indicates a significant difference between the initial and final variables. This significantly influences the difference in treatment given to each variable.

A significant value (*2-tailed*) > 0.05 indicates that there is no significant difference between the initial variable and the final variable. This shows no significant effect on the difference in treatment given to each variable.

Table 4 Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
				Lower	Upper			
				Paired Differences				
PRE-TEST – POST-TEST	-2.950	1.877	.420	-3.829	-2.071	-7.028	19	.000

A Sig score is obtained based on the data in the hypothesis test results table using *the Paired Sample T-test. (2- tailed)* of 0.000 < 0.05, it can be concluded that rugby *drills* significantly affect rugby playing skills. To determine the magnitude of the influence of the independent variable, the author continues

testing using a linear regression test because the independent variable used is only one. After the data obtained has a significant effect, the next statistical testing step is a linear regression test. The result of the linear regression test used by researchers is *R square*. Here are the regression test results:

Table 5 Model Summary

Type	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.966 ^a	.933	.930	1.863

Based on the data on the hypothesis test results table using *R Square*, a score of 0.933 was obtained to determine the percentage of the effect, namely using the formula *r square x 100*; it is known that $0.933 \times 100 = 93.3\%$. It can be concluded that rugby *drills* significantly affect rugby playing skills by 93.3%.

Discussion

Based on the findings of research that has been conducted, there is an influence of rugby *drills* training method on playing skills in UKM students of Universitas Pendidikan Indonesia Sumedang Campus. This happens because rugby drills contain training material that is

needed in the real rugby game, the training atmosphere is conditioned as similar as possible to the atmosphere of the match, and some of the essential technique development contained in the rugby drills training pattern is something that every rugby athlete must have.

In the rugby drills training program, attacking exercises are used to make players take advantage of attacking opportunities to *defenders* during matches and sharpen a reaction. *Defending* is a defense in every team where they will defend vigorously, complexly, and accurately in communicating. This

becomes essential in every rugby game (Hendricks et al., 2013).

Some other terms in rugby *drills* are *rucking* and *mauling*, which is when the ball is on the ground, and opposing players compete for it. Since the player on guard must remain in a ready position, this can be a competition with the opposing team. This shows the competition of every player for the ball. *Mauling* is needed when the ball carrier is being held by one or more of the opposing teams or teammates, and the position of the ball should not be underground. This shows that the ball-carrying team can expand its territory by pushing or dribbling opponents to the *try* line to gain an advantage. Passing and *handling* abilities are basic techniques every athlete must have because every passing ball must have a good technique (Tomlinson et al., 2009).

Tackling skills in the rugby *drills* program are very striking; this technique is repeated so much that athletes must consider it. This relates to the player's level of safety. This technique is performed when the ball carrier runs forward, and the *tackler* knocks down the opponent; this plays a vital role in basic techniques other than *passing*. *Kicking* and *catching* occur when the game starts by kicking the ball toward the opponent can also gain power in the opponent's area by kicking the ball forward. This is also all the basic techniques for beginners that can be developed. Not much different from *catching*, when you are going to catch the ball, a firm *hand grip* is needed to minimize the ball falling forward or being picked up by the opponent. Therefore, when viewed from the various training patterns built

in rugby *drills*, it is very supportive of the achievement of mastering the playing skills of athletes and psychologically well-honed because athletes carry out each training session with the nuances of the match.

This can accustom athletes not to anxiety, lack confidence, and get used to the game's atmosphere. Athletes with good exercise skills will affect good mental achievement (Nisa & Jannah, 2021), and confident athletes will affect their sports skills (Pandini, 2021).

CONCLUSION

Based on the results of research and discussions that have been presented regarding the data on the effect of rugby drills on playing skills, there is a significant influence between pre-test and post-test drills on rugby 7's playing skills.

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