



THE RELATIONSHIP BETWEEN INTEREST IN LEARNING PHYSICAL EDUCATION AND BASIC ABILITIES IN PLAYING FOOTBALL

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Abstract

The research conducted by the author is a study on the relationship between Interest in Learning Physical Education and Basic Ability to Play Football. This study is a quantitative descriptive study using a correlational method that aims to determine the correlation (relationship) between the two variables. Variable X is Interest in Learning and variable Y is Basic Ability to Play Football. The population in this study were all students who took extracurricular activities. The sample used in this study is part of the population so that the subjects of this study were students in grades 4, 5, 6, Male who took the interest in learning and basic ability test for football 30 students. The sampling technique used Total Sampling. The instrument used in this study for interest in learning used a Questionnaire and Basic Ability to play football used a Basic Skills Test for playing football, both of which will be modified using a Likert scale. This analysis can be done by statistical testing, namely the correlation test processed with the SPSS Version 29.00 program. The results of the correlation analysis of the relationship between interest in learning physical education and basic ability to play football are known to have a p value of $0.532 > 0.05$, indicating a significant positive relationship between Interest in Learning Physical Education and Basic Ability to Play Football.

Keywords: Interest, Physical education, Football

INTRODUCTION

Physical education, as part of formal education, plays a significant role in individual development through physical activity (Saputra & Perdima, 2020). Movement, as a physical activity, is a crucial necessity for humans, serving as a catalyst for learning, both in exploring the natural world and gaining experience in the form of knowledge and skills, as well as in developing values and attitudes.

Football is a team sport played by 11 players, including the goalkeeper. Football is never tiring and produces skilled players with advanced and developing abilities. When playing, players must possess skills governed by basic techniques, physical, mental, and tactical skills (Erfayliana & Wati, 2021).

And to learn to understand themselves as individuals and social beings (Kurniawan et al., 2016). (Sabilullah, 2021) Sport provides a platform for individuals to develop their talents, one of which is football. The development of sports worldwide holds a crucial role in education. Sports and health are essential for everyone, as everyone wants to be healthy. No one wants to be sick or have health problems (Saputra & Perdima, 2020). Interest in learning is an internal factor that plays a crucial role in determining a person's success in the educational process (Mustamin & Sulasteri, 2019).

In physical education, soccer learning plays a crucial role in developing motor skills, teamwork, and implementing game strategies. Through targeted learning, students not only understand basic techniques but also instill the values of sportsmanship and fair play. The philosophy of Indonesian soccer is that it is a game of winning. According to the FIFA Laws of the Game, victory is determined by scoring more goals than conceding. It involves subjective choices, such as how to attack, defend, and transition (Danurwindo et al., 2017). Furthermore, according to Herdianto et al., 2021, D. Herdianto believes that soccer is an inexpensive and enjoyable sport with a large number of participants. This sport relies on total teamwork to win the game by scoring goals and preventing the opposing team from scoring.

Research on the relationship between interest in learning physical education and basic soccer skills is commonplace, and many studies have shown a correlation between the two (Mami et al., 2022) and (Kahar et al., 2022). However, these studies have only indirectly examined the relationship between interest in learning physical education and basic soccer skills (Kevin et al., 2023). The research instruments also tend to use general basic soccer skills tests, not student-specific ones. Therefore, this study will examine the direct relationship between interest in learning physical education and basic soccer skills, specifically for elementary school students. In this

section, the research instrument uses basic soccer skills, which is a relatively new research instrument in learning, particularly research on soccer.

A person's interest is not predictable and arises spontaneously. It does not arise suddenly or spontaneously but rather arises from habits of participation, experience, learning, or work. Therefore, interest is always linked to a need or desire. Efforts to improve student achievement are inseparable from various influencing factors (Cahyono et al., 2021).

(Mustamin & Sulasteri, 2019) defines interest as a persistent tendency to pay attention to and remember activities that interest a person, sustained attention, and accompanied by a sense of enjoyment.

With the aim of increasing interest in physical education learning in elementary schools, one approach is to modify the sports taught to students (Apriansyah et al., 2024).

A common technique used to determine the relationship between two variables is correlation. Correlation is a statistical analysis used to determine the relationship between quantitative variables. Correlation analysis is a study that examines the degree of relationship or connection between two variables, for example, variables X and Y (Meilinda et al., 2022).

(Saputro, n.d.) The relationship between interest in learning physical education and basic skills in playing soccer has problems, such as in one elementary school, most students who are not interested in learning physical education will show a sense of laziness. (Wiyasa, 2013) low student motivation some students are less interested in physical activity and prefer activities in the classroom such as reading or playing gadgets. Seen from these problems, researchers are interested and want to know more about the research entitled "The Relationship between Interest in Learning Physical Education and Basic Skills in Playing Soccer". This study aims to determine whether there is a relationship between Interest in Learning Physical Education and Basic Skills in Playing Soccer.

METHOD

This study employed a quantitative descriptive methodology with a correlational

approach. The aim of this study was to determine the relationship between interest in learning physical education and basic soccer skills, particularly in elementary school students. Simple correlation analysis was used to determine the closeness of the relationship between two variables and determine the direction of the relationship. The simple correlation coefficient indicates the strength of the relationship between two variables (Meilinda et al., 2022). An illustration of the research design using the correlation technique can be seen in Figure 1.

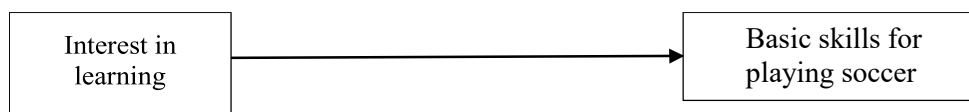


Figure 1. Bivariate Correlational Research Design

Population

The population in this study was all 30 extracurricular students at Ciheuleut 02 Public School. The sample in this study was 30 male students in grades 4, 5, and 6 who participated in extracurricular activities at Ciheuleut 02 Public School.

Research Instrument.

A research instrument is a written guide in an observation consisting of a number of questions prepared to obtain data according to the method used (Firmansyah & Dede, 2022).

Questionnaire Method

In this study, the researcher used two types of instruments as the basis for data collection and processing: a basic soccer skills test, namely: 1) Dribbling; 2) Passing. This test is intended to measure the basic skills of playing elementary school soccer (Jasmani et al., 2021). Meanwhile, to assess interest in learning physical education, the author used a questionnaire on interest in learning physical education (Adi, 2023), which is divided into four alternative answers: Strongly agree, Agree, Disagree, and Strongly disagree (Syarif & Wisman, 2023).

Data Analysis

(Muis, 2018) Data analysis techniques in quantitative correlational research aim to determine the extent of the relationship between variables, and of course, are

carried out through several stages. The data obtained from each question item is raw, then the estimated results are converted into values by reviewing the raw data from each completed question item. The stages in correlational data analysis are: 1) Calculating the mean and standard deviation, 2) Testing the data for normality, 3) Correlation testing, and 4) Hypothesis testing. Data analysis in this study was assisted by using the IBM SPSS program version 29.

RESULTS AND DISCUSSION

The research results presented in this study include data from basic soccer skills tests and data from a 20-statement Physical Education Learning Interest questionnaire, consisting of 5 indicators. The first results presented in the data analysis stage are the mean and standard deviation values, which are presented in Table 1.

Table 1 Average Standard Deviation Value

Statistics	X	Y	
N	Valid	30	30
	Missing	0	0
Mean		67.3333	75.8333
Median		68.0000	75.0000
Mode		68.00	70.00 ^a
Std. Deviation		4.57379	9.83338
Variance		20.920	96.695
Range		22.00	30.00
Minimum		53.00	60.00
Maximum		75.00	90.00

a. Multiple modes exist. The smallest value is shown

Based on the analysis results in Table 1, with a sample size of 30, the average learning interest (X) was 67.3333, with a standard deviation of 4.57379, a minimum value of 53.00, and a maximum value of 75.00. The basic ability level (Y) was 75.8333, with a standard deviation of 9.83338, a minimum value of 60.00,

and a maximum value of 90.00.

After obtaining the average and standard deviation data, correlational testing was conducted using the product-moment test in SPSS version 29. The decision-making process was based on a significance value <0.05 , indicating a relationship between interest in learning physical education and basic soccer skills. However, if the significance value is greater than 0.05, there is no relationship between physical fitness and a healthy lifestyle.

Table 2 Correlations Results

interest in learning physical education	Pearson Correlation	1	0.532**
	Sig. (2-tailed)		.003
	N	30	30
basic soccer skills	Pearson Correlation	0.532**	1
	Sig. (2-tailed)	.006	
	N	30	30

**Correlations is significant at the 0.01 level (-2 tailed)

The above shows that the significance value is 0.006 and the correlation coefficient is 0.532. Since the significance value obtained is 0.006, which means that $0.006 < 0.05$, it means there is a correlation between the level of physical fitness and the level of healthy lifestyle. From the results of the score obtained a positive value, which means that the higher the level of interest in learning physical education, the higher the basic ability to play soccer. Furthermore, when viewed from the correlation coefficient interval, the value of 0.532 is included in the moderate category.

Discussion

Based on research findings on the relationship between interest in learning physical education and basic soccer skills, the calculated r value indicates a positive and statistically significant correlation between interest in learning physical education and basic soccer skills. This reinforces the theory that interest in learning physical education and normal learning skills have a positive correlation. This means that the higher the interest in learning physical education, the higher the basic soccer skills. Conversely, the lower the interest in learning physical education, the

lower the basic soccer skills at the elementary school level.

Practically, students with high interest are more enthusiastic, active, and passionate about participating in learning activities in physical education. This creates a conducive learning environment, where students practice more, refine their techniques, and receive feedback from teachers, which directly impacts the improvement of basic soccer skills.

These findings are also supported by previous research conducted by (Kevin et al., 2023). These findings align with the theory proposed by (Mami et al., 2022), which states that learning interest is an internal factor that greatly influences student learning outcomes, including in the psychomotor domain (Saputra & Perdima, 2020), who found that learning interest has a positive correlation with students' motor skills in sports. Thus, this study strengthens the evidence that affective aspects such as learning interest play a significant role in achieving sports skills.

CONCLUSION

Based on the conclusions of the research that has been conducted, the author can conclude that there is a relationship between interest in learning physical education and basic soccer skills in elementary school students. Therefore, it can be interpreted that the higher the interest in learning physical education, the higher the basic soccer skills possessed by elementary school students and vice versa, the higher the basic soccer skills, the higher the interest in learning physical education possessed by elementary school students.

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