

Research Article

Reciprocal Teaching Style and Motivation in Improving Learning Outcomes of Deep Foot Passing in Football Courses

Sahabul Adri AR*, Samsudin, and Hidayat Humaid

Program Studi Pendidikan Jasmani, Fakultas Pasca Sarjana, Universitas Negeri Jakarta
Jl. Rawamangun Muka, Jakarta Timur, Ambon, Indonesia

ORCID

Sahabul Adri AR : <https://orcid.org/0009-0006-7187-473>

Abstract.

Teaching style is one of the supporting factors for success in learning. Every teacher (teacher/lecturer), must pay attention and choose a teaching style that is in accordance with the material that will be given to students. It is known that there are problems in Penjaskesrek students at Serambi Mekkah University, including the low average score of students in football courses. Based on the results of the analysis, this happens because students underestimate this course, so it looks like students are not excited and can even be categorized as less motivated. The formulation of the problem in this study is whether there is an effect of reciprocal teaching style and motivation on improving learning outcomes of deep foot passing in football courses. This study aimed to determine the effect of reciprocal teaching style and motivation on improving learning outcomes of deep foot passing in football courses. This research is an experimental research, with a population of 40 students. The sampling technique in this study is total sampling. Based on the results of the study, it was found that there was an effect of the reciprocal learning model and motivation on improving the learning outcomes of passing the inner leg in soccer courses, namely the high motivation group, the average pre-test 46.4 increased by 14.95 so that it became an average of 61.35. While, the low motivation group, the pre-test average of 46.7 increased by 13.85 so that it became an average of 60.55. In conclusion, to improve the learning outcomes of passing in football, especially inner foot passing, students who have high or low motivation can use a reciprocal learning model.

Keywords: reciprocal, passing, football

Corresponding Author: Sahabul
Adri AR; email:
abulgayo@gmail.com

Published: 11 November 2024

**Publishing services provided by
Knowledge E**

© Sahabul Adri AR et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the 8th Isedu Conference Committee.

1. INTRODUCTION

Teaching style is one of the supporting factors for success in learning. Every teacher (teacher/lecturer), must pay attention and choose a teaching style that is in accordance with the material that will be given to students. As stated by (1) "As a teacher or lecturer has the obligation to make changes or improvements in carrying out the learning process. These changes or improvements are efforts made to improve learning outcomes



that lead to the development of all student potential both cognitive, affective and psychomotor “. It is known that there are problems in penjaskesrek students at Serambi Mekkah University, including the low average score of students in football courses. Based on the results of the analysis, this happened because students underestimated this course, so it seemed that students were not excited and could even be categorised as less motivated. The formulation of the problem in this study is whether there is an effect of reciprocal teaching style and motivation on improving learning outcomes of deep foot passing in football courses? The purpose of this study is to determine the effect of reciprocal teaching style and motivation on improving learning outcomes of deep foot passing in football courses.

Teaching style as related to the way a teacher chooses and relates to the range of decisions in the teaching process that will take place. (3) suggests eleven teaching styles, as follows: (1) the command style, (2) the practice style, (3) the reciprocal style, (4) the self-check style, (5) the inclusion style, (6) the guideddiscovery style, (7) the convergent discovery style, (8) the divergent production style, the individual programme style, the individual programme-learner design style, the learner initiated style, and (11) the self-teaching style. Of the eleven teaching styles above, there is an interesting one to test its effectiveness in the learning process, namely the reciprocal teaching style. Reciprocal teaching style gives learners the freedom to make wider decisions. Learners are also given the obligation to assess learning outcomes in a limited way. This assessment is only limited to formative or corrective grades by a learner against a learner or by a group of learners against a learner’s learning outcomes (3). According to (4) reciprocal learning is a learning strategy to improve understanding.

Motivation according to (5) is an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose. Achievement of an achievement / value in sports in general can stimulate students to want to practice even harder. Another opinion expressed by (6) regarding motivation is the process that energises, regulates and supports behaviour. The mental process that occurs in humans so that there is a drive and energy to do and maintain something. According to Schunk, (7) motivation is the process of organising goals that are instigated and supported from the activities carried out. From the opinions of the experts above, it can be concluded that motivation is a person’s effort to encourage others to achieve a person’s goal.

Passing (8) explains that it is a movement to give / pass the ball to a friend, using the inside leg, mostly used to give the ball a *short* distance (*short passing*). How to kick the ball with the inside leg (9) explains it in 8 movements, namely as follows: (1) Stand upright with good body balance and good control. (2) The position of the foot used

as a body support is next to the ball with a position not too far from the ball. (3) The body is slightly leaning forward. (4) The position of the hands beside the body in a free position. (5) The knees of the legs are slightly bent to support better body balance. (6) The foot to kick the ball is in a straight position slightly backwards with the foot position pointing forward. (7) After the position of the body and legs is ready, the foot used to kick the ball is swung from the back to the front exactly in the direction where the ball is. (8) Concentrate on the direction of movement of the foot outwards with the aim that the ball can be kicked by the surface of the foot. Says learning outcomes are obtained by students after experiencing the learning process, both in the form of knowledge and skills. The knowledge in question relates to information stored in the mind, while skills are related to the actions and reactions a person takes in achieving a goal (10).

2. METHOD

The method used in this research is an experimental method. The population in this study consisted of 40 students. The sampling technique used was total sampling, thus the number of samples in this study was 40 students. The instruments used in this study are the results of passing the ball in soccer games and a motivation questionnaire. The experimental method allows researchers to control certain variables and observe the effects of manipulating these variables on the observed outcomes. By using total sampling technique, all members of the population that meet the inclusion criteria were included in this study, ensuring the most accurate representation of the population. The instruments used, namely passing the ball results and the motivation questionnaire, were designed to gather the necessary data to test the research hypotheses.

3. RESULTS

Before being given the reciprocal learning model treatment, students were tested for their motivation level first, after which students were made into two groups according to the results of the motivation test, namely the high motivation group and the low motivation group. Then each group was given a reciprocal learning model with inner leg passing material.

The table above shows that students who are given *passing* lessons using a reciprocal teaching style experience an increase in learning outcomes, namely the high motivation group, the pre-test average of 46.4 has increased by 14.95 to an average of

TABLE 1: Pre-Test and Post-Test Data on *Passing* Learning Outcomes.

Learning Group	Average Value of <i>Passing</i> Learning Outcomes		
	Pre-Test	Post-Test	Changes
High Motivation	46.4	61.35	14.95
Low Motivation	46.7	60.55	13.85

61.35. While the low motivation group, the pre-test average of 46.7 increased by 13.85 so that it became an average of 60.55.

TABLE 2:

	Motivation	N	Mean	Std. Deviation	Std. Error
Passing	High Reciprocity	20	61.35	3.360373	.44780
Passing	Low Reciprocal	20	60.55	3.762348	.54095

TABLE 3:

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Passing	Equal variances assumed	5.717	.022	7.051	38	.000	8.75000	1.24091	6.23790	11.26210
	Equal variances not assumed			7.051	24.565	.000	8.75000	1.24091	6.19199	11.30801

Based on the results of the analysis regarding the difference in the *passing* results of students taught using a reciprocal teaching style who have high and low motivation, it is known that the Sig value. (2-tailed) = 0.000, then sig (2-tailed) <0.05 thus Ho is rejected and H₁ is accepted. So it can be concluded that there is a significant difference between the reciprocal teaching style on the results of *passing* in students who have high and low motivation.

4. DISCUSSION

At Serambi Mekkah University, it has been found that a reciprocal learning style, where there is interdependence between lecturers and students, has a positive impact on

soccer game outcomes. This learning style is designed to ensure that learning that occurs has been well planned. Success in passing the ball effectively, especially using the inner leg, through this reciprocal learning style is inseparable from the crucial role of lecturers in lesson planning, compiling assignments given to students, and monitoring the indicators to be achieved in each lecture (11). The strategies employed by lecturers in guiding students in the classroom are key to achieving the desired outcomes (12). Lecturers must be able to clearly portray roles to students and provide proper guidance in each lecture session. Furthermore, the importance of feedback between students and lecturers is a crucial indicator that influences soccer game outcomes (13). This feedback creates a dynamic learning environment where students can identify their weaknesses and lecturers can provide more personalized and precise guidance (14). With intensive interaction between lecturers and students, the reciprocal learning style opens up space for students to actively engage in the learning process and develop their soccer skills(15). This creates a student-centered learning environment, where lecturers act as facilitators supporting the growth and development of each individual. Through this approach, better soccer game outcomes can be achieved, as classroom learning has a direct impact on team performance on the field.

Motivation plays a pivotal role in enhancing the outcomes of a reciprocal teaching style, particularly in improving academic performance (16). Motivation, in this context, is deeply intertwined with individual aspirations and the determination to attain success within the student body. It's crucial to recognize that motivation levels vary significantly from one student to another (17). Some individuals naturally possess a robust drive to excel, akin to what is often observed in athletes. This intrinsic motivation manifests as an intense desire to attain the highest possible levels of achievement. These students are commonly referred to as overachievers, driven by an insatiable appetite for success. In a reciprocal teaching setting, where collaboration and interaction between students are central, motivation serves as a catalyst for engagement and active participation (18). Students who are intrinsically motivated exhibit a keen interest in the learning process, eagerly embracing challenges and actively seeking solutions. Their relentless pursuit of excellence not only propels their own academic journey but also inspires and motivates their peers. Furthermore, the reciprocal teaching approach nurtures a sense of autonomy and ownership over one's learning, aligning closely with the intrinsic motivation framework. When students feel empowered to take control of their education, they are more likely to invest effort and dedication into achieving their goals. This sense of ownership fosters a positive learning environment where students feel valued and respected, further fueling their motivation to excel.

Educators play a pivotal role in fostering and sustaining student motivation within a reciprocal teaching framework (19). By providing meaningful feedback, acknowledging progress, and celebrating achievements, teachers can effectively cultivate a supportive learning environment conducive to motivation and academic success. Additionally, integrating diverse teaching strategies and resources tailored to individual learning styles can enhance student engagement and motivation, further optimizing the benefits of reciprocal teaching. Motivation serves as a cornerstone in the reciprocal teaching style, driving student engagement, collaboration, and ultimately, academic achievement (20). By recognizing and harnessing the unique motivations of each student, educators can cultivate a dynamic learning environment where aspirations are nurtured, challenges are embraced, and success becomes attainable for all.

5. CONCLUSIONS

The findings from the aforementioned research indicate that enhancing the proficiency of inner foot passing in football, regardless of students' motivation levels, can be effectively achieved through the implementation of a reciprocal learning model. This model entails a systematic approach wherein students engage in mutual teaching and learning experiences, fostering a collaborative environment conducive to skill development. Through reciprocal learning, students are not only able to receive instruction from their peers but also actively participate in teaching others, thereby reinforcing their own understanding and mastery of inner foot passing techniques. By catering to both high and low motivated individuals, the reciprocal learning model ensures inclusivity and promotes a sense of collective responsibility towards skill enhancement. This approach not only cultivates technical proficiency but also nurtures teamwork, communication, and problem-solving skills essential for success in football and beyond. Thus, the utilization of a reciprocal learning model emerges as a comprehensive and systematic strategy to optimize learning outcomes in inner foot passing proficiency among football players of varying motivational dispositions.

References

- [1] Pratana DY, Soegiyanto K. Soekardi. Pengaruh Metode Pembelajaran Eksplorasi dan Kelincahan Siswa terhadap Hasil Belajar Permainan Sepak Bola Siswa Kelas VII di MTS Negeri 2 Kudus. *J Phys Educ Sport*. 2015;4(1):64–71.

- [2] Keith D. *Organizational Behavior–Human Behavior at Work* (13th Editi). New Delhi: Mcgraw Hill Company; 2010.
- [3] Dyson B. Quality physical education: a commentary on effective physical education teaching. *Res Q Exerc Sport*. 2014 Jun;85(2):144–52.
- [4] Nurdyansyah, Fahyuni EF. *Inovasi Model*. Nizmania Learning Center. Sidoarjo. Nizamial Learning Center; 2016. 190 pp.
- [5] Ahmad E, Tangkudung J, Wijaya YSK, Widiastuti. Motivasi Belajar Siswa Smk N 1 Payakumbuh Dalam Pembelajaran Renang. 2018;6–13.
- [6] Thobroni M. *Perkembangan Kreativitas Anak (Teori dan Praktik)*. Medan: Perdana Publising; 2015.
- [7] Filgona J, Sakiyo J, Gwany DM, Okoronka AU. Motivation in Learning. *Asian J Educ Soc Stud*. 2020;10(4):16–37.
- [8] Cordón-Carmona A, García-Aliaga A, Marquina M, Calvo JL, Mon-López D, Refoyo Roman I. What is the relevance in the passing action between the passer and the receiver in soccer? Study of elite soccer in la liga. *Int J Environ Res Public Health*. 2020 Dec;17(24):1–15.
- [9] Rabello, R., Bertozzi, F., Galli, M., Zago, M., & Sforza C. Lower limbs muscle activation during instep kick in soccer: effects of dominance and ball condition. *cience Med Footb*. 2022;1(6):40–8.
- [10] Kustyarini K. Self efficacy and emotional quotient in mediating active learning effect on students' learning outcome. *Int J Instr*. 2020;13(2):663–76.
- [11] Schmidt RA, Lee TD, Winstein C, Wulf G, Zelaznik HN. *Motor control and learning: A behavioral emphasis*. Human kinetics; 2018.
- [12] Day C, Gu Q, Sammons P. The impact of leadership on student outcomes: how successful school leaders use transformational and instructional strategies to make a difference. *Educ Adm Q*. 2016;52(2):221–58.
- [13] Silva R, Farias C, Mesquita I. Cooperative learning contribution to student social learning and active role in the class. *Sustainability (Basel)*. 2021;13(15):8644.
- [14] Bernard J, Chang TW, Popescu E, Graf S. Learning style Identifier: improving the precision of learning style identification through computational intelligence algorithms. *Expert Syst Appl*. 2017;75:94–108.
- [15] Ben Khalifa W, Zouaoui M, Zghibi M, Azaiez F. Effects of verbal interactions between students on skill development, game performance and game involvement in soccer learning. *Sustainability (Basel)*. 2020;13(1):160.
- [16] Alderman MK. *Motivation for achievement: Possibilities for teaching and learning*. Routledge; 2013. <https://doi.org/10.4324/9780203823132>.

- [17] Zimmerman BJ, Schunk DH. Motivation: An essential dimension of self-regulated learning. *Motivation and self-regulated learning*. Routledge; 2012. pp. 1–30.
- [18] Cherkowski S, Schnellert L. Exploring teacher leadership in a rural, secondary school: reciprocal learning teams as a catalyst for emergent leadership. *Int J Teach Leadersh*. 2017;8(1):6–25.
- [19] Ciampa K. Learning in a mobile age: an investigation of student motivation. *J Comput Assist Learn*. 2014;30(1):82–96.
- [20] Eom SB, Ashill N. The determinants of students' perceived learning outcomes and satisfaction in university online education: an update. *Decis Sci J Innovative Educ*. 2016;14(2):185–215.