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THE EFFECTIVENESS OF FOOTBALL LEARNING MODEL BASED ON ASSURE DESIGN IN JPOK FKIP UNS STUDENTS

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ABSTRACT

ASSURE design learning is an altternative learning model that can be done to maximize the role of college students in the learning process by using media and technology as the way. The steps of ASSURE design learning model are through several stage such as: (1) Analyzing characteristic learning, (2) State objectives, (3) Select method, media, and learning materials, (4) Utilize materials, (5) Require learning participations, and (6) Evaluation and revise. Football learning based on ASSURE design is a football learning model with a new conception designed according to the needs and development of JPOK FKIP UNS students. The football learning models based on ASSURE design needs to be compiled and developed so it can be used as a reference for lectures. The ASSURE design based football learning models that have been compiled are (1) Ball Control Learning Model in Football Games based on ASSURE design in JPOK FKIP UNS students. (2) Learning Model of Ball Passing in Football Games based on ASSURE design in JPOK FKIP UNS students. (3) Learning Model of Dribbling Ball in Football Games based on ASSURE design in JPOK FKIP UNS students. (4) Throw-in and Heading Learning Models in Football Games based on ASSURE design in JPOK FKIP UNS students.

The purpose of this article is trying to see the effectiveness and use of the ASSURE design model in improving the capability of JPOK Students' Football Teaching in FKIP UNS.

Keywords: Effectiveness, ASSURE, Football, Learning Method

INTRODUCTION

The learning process of football teaching at JPOK FKIP UNS lecturers is not optimal in carrying out teaching functions for college students. The dominant football learning approach is carried out with a drill approach as in the process of training players so that it often creates student boredom. Lecturers have not been optimal in applying learning models based on the scientific approach. The learning process carried out is still much centered on lecturers so that the active role of students is lacking. Such patterns and models of football learning need to be changed to make students play a more active role so as to support the formation of full human resources more optimally.

Football learning based on ASSURE design is an alternative learning model that can be done to maximize the role of students in the learning process. This learning system design model was developed to create effective and efficient learning activities, especially in learning activities that utilize media and technology. The steps of the ASSURE design learning are through several stage such as: 1) Analyze learner characteristic, 2) State objectives, 3) Select method, media, and learning materials, 4) Utilize materials, 5) Require learner participation, 6) Evalutation and rivise. Football learning based on ASSURE design is an alternative learning model that can be done to maximize the learning process. Design-based football learning ASSURE is a football learning model with a new

conception designed according to the needs and development of students. The football learning model based on this needs to be compiled and developed so that it can be used as a reference for lecturers.

Based on the problems that occur, an in-depth scientific study is underway with research on developing ASSURE-based football learning models for JPOK FKIP UNS students. The main problem in this study is whether the ASSURE design-based football learning model has the ability to improve effectiveness in a football course for JPOK FKIP UNS students.

METHODOLOGY

The purpose of this research is to determine the effectiveness of the Football Learning Model based on ASSURE design in JPOK FKIP UNS students. The method used is a research and development (R & D) approach. In the study of the development of football learning models based on ASSURE design, what is meant by ASSURE design according to Smaldino, Russell, Heinich, and Molenda (2005), includes six steps, namely:

A-Analyze learner characteristics

S-State performance objectives

S-Select method, media and leaning materials

U-Utilize materials

R- Require learner participation

E- Evaluation and rivise

At this stage of the research, only the steps to test the feasibility of the model through experimental research. The feasibility test of the model is the application of the football learning model based on the ASSURE design that has been compiled before. The feasibility test of the model is basically the main trial. The purpose of the feasibility test is to assess how far the learning objectives are achieved, the product is used correctly, easily, interestingly and accordingly.

The effectiveness test model was carried out using a pre-experimental research design in the form of "one group pretest-posttest design". JPOK FKIP UNS students who were the subjects of the research were given a pretest in the form of a test of football learning model based on ASSURE design as a whole which was developed, then given the treatment in the form of the application of ASSURE based learning model and posttest again using the same instrument. This research was conducted at the JPOK FKIP UNS Campus from August to November 2018. Data analysis techniques used in this research are as follows:

1. Descriptive statistics, namely statistics that aim to provide an overview of the data of each research variable.
2. Test requirements for analysis, namely: data normality test, and
3. The statistical hypothesis test is carried out by testing the effectiveness by using the "t test"

RESULT AND DISCUSSION

1. The Development of Research

Meredith, Joyce & Walter (2007: 35) said "research aims to contribute to our collective understanding of education." A research goal is to contribute knowledge that enhances our collective understanding of education. So that they define research is *"a form of inquiry in which (1) key concepts and procedures are carefully defined in such a way that the inquiry can be replicated and possibly refuted, (2) control is in place to minimize errors and bias, (3) the generalizability limits of study's results are made explicit, and (4) the results of the study are interpreted in terms of what they contribute to the cumulative body of knowledge about the object of inquiry*. The meaning of research is a form of inquiry in which (1) the concepts and procedures are carefully defined so that the investigation can be replicated and possibly disputed, (2) control is carried out in order to minimize errors and biases, (3) the limits of generalization from research results this is

made explicit, and (4) the results of the study are interpreted in terms of what they contribute to the cumulative body of knowledge about the object of investigation.

According to Gall & Borg (2007: 589), *research and development is an industry-based development model that is used to design new products and procedures, which are systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards*. The Gall & Borg statement means that research and development is an industry-based model development research method that produces products and procedures. Research and development is also carried out by field tests, evaluating, and improving to get effective, quality, or have the same standard results.

According to Gay, Mills, and Airasian (2012: 17), *research and development (R & D) is the process of researching consumer needs and developing products to fulfill those needs. The purpose of R & D efforts in education is not to formulate or test theory but to develop effective products for use in school*. The statement means that research and development is the process of examining consumer needs and developing products to meet those needs. Research and development are always based on consumer needs for products, then create and develop these products to meet consumer needs. The purpose of research and development is not to formulate theories or test theories, but to develop effective products to meet consumer needs.

Sugiyono (2011: 407) also revealed the notion of Research and Development(R&D) is a research method used to produce certain products, and test the effectiveness of these products. So R & D is a research to produce and test the usefulness of the products produced. Punaji Setyosari (2015: 276-277) explains in the world of education, research development is present later and is a type or type of research that is relatively new. Development is a process used to develop and validate education production. Development can be in the form of processes, products, and designs. Borg and Gall (1983: 772) explain *"educational*

research and development (R & D) is a process used to develop and validate educational products. Education and development research is a process used to develop and validate educational products.

Research and development is a cycle that starts from the existence of a need and requires solving using a certain product. The development research procedure basically consists of three steps, namely a preliminary study, developing a product, and testing the effectiveness of the product in achieving its objectives. The first objective is referred to as the assessment and observation function, the second objective functions development, while the third objective validates (Nana S. Sukmadinata: 2011: 57). Thus, the concept of development research can be interpreted as an activity based on the assessment of a need, and followed by development efforts which are simultaneously accompanied by efforts to validate it. The product produced can be hardware, such as a touchable device, seen, and felt or in the form of software in the form of methods, models, or procedures. The products produced will be tested for effectiveness through several experts and tests. According to Gagne quoted by the Person. B. A. (2011: 12) "Learning is a process that encourages changes in the disposition and capability of students". Learning is a process of not being able to become able to know from being aware, so that there is experience in the learning process.

Learning comes from the word learning. Learning is defined as a process, a method, an act of learning something. The teacher does not only deliver material and students as recipients of material, but the teacher organizes the learning environment so students are active in learning. "Teachers provide learning facilities for students and students to learn, in this case learning is student-centered, learning is a constructive process not only mechanical as in teaching" (Agus Suprijono, 2008: 11-13). Then Yatim Riyanto (2009: 131) states, "Learning is an effort to teach students to learn". Learning activities will involve students learning something in an effective and efficient way.

2. Football Sports

Football is a team game, each team consists of eleven players and one of them is a goalkeeper. Almost all games are done with the skill of processing the ball with the feet, unless the goalkeeper in the football game is free to use all of his limbs with his legs and arms. In football games, players are required to be able to apply various techniques into tactics and strategy patterns and compact teamwork in order to win. Josef Sneyer (1988: 3) states that, "The principle in football is very simple which is to make a goal and prevent the opponent from doing the same thing against his own goal". Another opinion was also stated by Soekatamsi (1988: 12) that, "All football players must master the basic techniques and skills of playing football, because people will judge to what extent the techniques and skills of players in kicking balls, giving balls, stroking balls, firing balls to the opponent's goal to score ".

The skills possessed by players cannot be separated from one team unit and will never be used alone. Because football is a team game that demands quality tactics and techniques as well as compact cooperation in one team to win. No matter how good the technique and tactics that a team has, without the existence of a compact partnership it will be difficult to win a match.effort to teach students to learn".

According from the implementation of football games that the movements that occur in the game are movements of the body and various ways of playing the ball. Body movements and how to play the ball are two interrelated components in the implementation of football games. The movements and how to play the ball are summarized in the basic techniques of playing football. As Remmy Muchtar (1992: 27) stated that, "Based on the movements that occur in football games, football techniques are divided into body techniques and ball techniques". In addition Soekatamsi (1988: 34) states that, "The technique of playing football is divided into two, namely: (1) Techniques without balls, (2) Techniques with balls".

Body techniques or techniques without balls basically aim to develop physical abilities to achieve physical fitness in order to be able to play football as well as possible. According to Soekatamsi (1988: 34) technical elements without a ball consist of: "(1) Run fast and change direction, (2) Jump and jump, (3) Motion deception without balls and, (4) Special movements for goalkeeper".

The technique with the ball is basically all movements with the ball. The ability of a player to play the ball will greatly help his appearance in playing football. Therefore, each player must learn the technical elements with the ball carefully. The technical elements with a ball according to Soekatamsi (1998:34) consist of:

1) Shooting the ball
2) Receive the ball
3) Stop the ball
4) Control the ball
5) Dribbling the ball
6) Heading the ball
7) Throw-in the ball
8) Fake moves with the ball in foot
9) Seize or grab the ball
10) Special techniques for goalkeepers

Elements without ball or technical techniques with the ball in principle have a close relationship in the implementation of playing football.

3. Football Learning for JPOK FKIP UNS Students

In accordance with the Health Sports Education curriculum (Pendidikan Olahraga Kesehatan) both the Physical and Recreational Physical Education Study Program and the Sports Coaching Education Program, the third semester (III) students get compulsory subjects in Theory and Basic Football Practice. The learning of basic football theory and practice courses is given with the ultimate

goal which is expected that students have the ability to analyze and demonstrate the basic activities of soccer techniques and are able to apply the concepts and values that are contained. The expected final performance competencies or the output of the materials according to the Semester Syllabus and Learning Plan are as follows:

1) Understanding the theory, rules, and basic analysis football games.
2) Able to analyze and demonstrate the skills of juggling the ball.
3) Able to analyze and demonstrate the throw-in and heading skills
4) Able to analyze and demonstrate the dribbling skills.
5) Able to analyze and demonstrate the shooting skills and stopping the ball.

4. ASSURE Learning Design

According to Gagnon and Collay in Personal. B. A. (2009: 58), "Design is the whole, structure, framework or outline, and the sequence of activities". Yatim Riyanto (2009: 20) defines design as, "Organized procedures that include steps in analyzing, developing, implementing, and conducting evaluations. "Design can also be interpreted as a systematic planning process that is carried out before carrying out actions to develop or implement an activity" (Person. B. A. 2009: 58). Whereas Briggs in Richey (1986: 9) is quoted by the Person. B. A. (2011: 24) defines learning design is, "a whole process carried out to analyze the needs and objectives of learning and the development of a system of delivering learning material to achieve learning goals". The planning process before taking action is the first step to facilitate the course of activities. In this case designing is very necessary, as in learning it is necessary to have learning design to facilitate the learning process. Then the term design develops if it is interpreted as discipline, science, systems and processes. "In this case the design is interpreted as a system, namely learning design is the development of learning systems and their implementation which includes infrastructure, facilities, media and procedures to improve the quality of learning" (Yulaelawati. E. 2009: 58). Personal further. B. A.

(2009: 58), explains, "The design of a learning system is an entire process carried out to analyze the needs and objectives of learning and the development of a system for delivering learning material to achieve the intended learning objectives". To create an effective learning activity, a good planning or design process is needed. Sharon E. Smaldino, Deborah L. Lowther, and James D. Russell (2014: 111) suggest, "We have compiled a procedural model abbreviated as ASSURE - it is intended to ensure effective teaching." This learning system design model was developed to create activity effective and efficient learning, especially in learning activities that use media and technology.

ASSURE design is more focused on learning planning to be used in actual learning situations. According to Gagne quoted by the Person. B. A. (2011) Effective learning design must begin with efforts that can trigger or motivate someone to learn. This model, as the name implies, consists of six main phases or stages, namely (1) *Analyze Learner Characteristics*, (2) *State Objectives*, (3) *Select Methods, Media, and Materials*, (4) *Utilize Materials*, (5) *Requires Learner Participation*, (6) *Evaluate and Revise.* This is the explanation of each main phases :

1) Analyze Learners is the first step that needs to be done in implementing this model is to identify the characteristics of students who will carry out learning activities. A good understanding of student characteristics will greatly help students in their efforts to achieve learning goals.
2) State Objectives is the next step in the design of the ASSURE learning system is to set specific learning goals. In addition to describing the competencies that need to be mastered by students, the formulation of learning objectives also describes the conditions needed by students to show the learning outcomes that have been achieved and the level of student mastery of the knowledge and skills learned.
3) Select Methods, Media, and Learning Materials is the next step is to choose methods, media, and teaching materials to be used. The selection of appropriate methods, media, and teaching materials will be

able to optimize student learning outcomes and help students achieve competency or learning goals. In choosing methods, media, and teaching materials to be used, it can be done by selecting existing media and teaching materials, modifying available teaching materials, and producing new teaching materials.

4) Utilize Materials, namely after selecting methods, media, and teaching materials, the next step is to use all three in learning activities. Before using methods, media, and teaching materials, first ensure that the three components are effective for use in the actual situation.
5) Requires Learner Participation is a learning process that requires active mental involvement of students with the material being studied. For example, with practice, it can involve students' mental activities with the material being studied. Students who are actively involved in learning will easily learn the learning material. That way there will be provision of knowledge feedback about learning outcomes that can motivate students to achieve higher achievements.
6) Evaluate and Revise is the evaluation phase in this model to assess the effectiveness of learning and also student learning outcomes. The process of evaluating all components of learning needs to be done in order to obtain a complete picture of the quality of a learning program

5. ASSURE Learning Design Result in JPOK FKIP UNS

The overall description of the results of the pretest and posttest soccer learning model based on ASSURE design POK FKIP UNS students using the ASSURE design-based football learning model test instrument as a whole that has been developed by researchers can be described as follows.

No.	Statistic	Dribbling Test Result	
		Pretest	***Post-test***
1	Number of Samples	21	21
2	Mean	158.29	176.10
3	Standart of Deviation	32.019	36.322
4	Range	128	139
5	Minimum Value	63	80
6	Maximum Value	191	219
7	Total	3324	3698

Table 1 : Pretest and Posttest Results of Overall Soccer Learning Model Based on ASSURE Design.

The results of the pretest-based football learning model ASSURE design as a whole using tests developed by researchers conducted on 21 JPOK FKIP UNS students obtained an average value of 158.29 with a standard deviation value of 32.019, and a range of values obtained a value of 128 from the difference between the highest score 191 lowest score of 63, and a total value of 3324 was obtained. While the results of the pretest soccer learning model based on ASSURE design as a whole using tests developed by researchers conducted on 21 JPOK FKIP UNS students obtained an average value of 176.10 with a value the standard deviation of 219, and the range value obtained by the value of 139 from the difference between the highest score 80 the lowest score of 3698. The following is presented the score of the test results based on the overall ASSURE design

football learning model developed by JPOK FKIP UNS students in the following histogram.

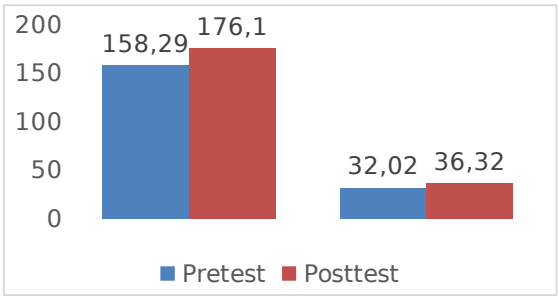

Figure 1. Histogram of Average Value(left) and Standard Deviation(right) of Pretest and Posttest Results of Football Learning Model Based on ASSURE Design POK FKIP Students.

Based on the diagram in Figure 1, there is a difference in the value categories between the two results of the ASSURE design-based football learning model as a whole which have been developed by researchers according to the needs of JPOK FKIP UNS students, on the histogram shows that the Average Score of Posttest Football Learning Model Overall ASSURE-Based Design is **higher** than the Average Value of Pretest Results in Overall Football Learning Design Based on ASSURE Design.

To prove the significance of the application of products for the development of ASSURE based learning models, POK FKIP UNS students need to be statistically tested with a "t-test". Before the data were analyzed, a normality test was performed on the prestest and posttest data of the football learning model based on the overall ASSURE design which was developed using the Kolmogorov-Smirnov Z (KS-Z) test at a significant level $\alpha = 0.05$. While the recapitulation of the results of the calculation is shown in the following table 2.

Statistic	Dribbling Test Result	
	Pretest	*Post-test*
N	21	21
Kolmogorov-Smirnov Z	1.298	1.282
Asymp. Sig. (2-tailed)	.069	.075

Table 2. Recapitulation of Calculation Results for the Normality Test of Pretest and Posttest Data of Football Learning Model Based on ASSURE Design.

Based on table 2, it can be seen that the KS-Z values in the pretest and post-test data groups were greater than α = 0.05, thus it can be concluded that the sample of this study came from populations that were **normally distributed**. This conclusion implies that parametric statistical analysis can be used to test the effectiveness of the model proposed in this study, so that the first requirement for model effectiveness test testing has been fulfilled, for more details it can be described as follows:

First, results of normality test calculations using data in the form of the results of the pretest model of football learning based on ASSURE design as a whole on JPOK FKIP UNS students, where the number of samples 21 obtained KS-Z value = 1,298 with a probability level = 0.069 and greater than a value of 0.05 or at a significant level of 95%. Thus it can be concluded that the pretest data model of football learning based on ASSURE design as a whole JPOK FKIP UNS students as a whole came from populations that were **normally distributed**.

Second, the results of the calculation of normality tests using data in the form of posttest results of the ASSURE design-based football learning model for POK FKIP UNS students, where 21 samples obtained KS-Z = 1,282 with a probability level = 0.075 and greater than the value a 0.05 or at a significant level

of 95%. Thus it can be concluded that the posttest data model of football learning based on ASSURE design as a whole JPOK FKIP UNS students as a whole came from populations that were normally distributed.

After testing the normality of the results of the pretest and posttest football learning model based on ASSURE design as a whole JPOK FKIP UNS students tests that have been developed by researchers in accordance with the needs of JPOK FKIP UNS students then tested the effectiveness by using the "t-test". Complete calculation of the steps to test the effectiveness of the implementation of the ASSURE based learning model JPOK FKIP students using the "t-test" technique can be seen in the attachment to the model effectiveness test. While the summary of the calculation results is shown in table 3 below :

Mean of Test Result		t_{count}	t_{table}
Pretest	***Post-test***		
158.29	176.10	6,146	1,725

Table 3 : Summary of the Effectiveness Test Results of the Football Learning Model Based on the Overall ASSURE Design Using the T-Test.

Based on the results of the effectiveness test using the t-test, the differences in the results of the learning model effectiveness tests that have been developed by researchers in accordance with the needs of the JPOK FKIP UNS students between pretest and posttest obtained t_count = 6.146 greater than t_table = 1.725 (at 0, 05), then the null hypothesis **is rejected**. So it can be concluded that, there are significant differences between the pretest and posttest results of the effectiveness of the learning model that has been developed by researchers in accordance with the needs of JPOK FKIP UNS students. In addition, the average value of the pretest results was 158.29 smaller than the average posttest result of 176.10. Thus it can be stated that the ASSURE

Design Based Soccer Learning Model Is Effectively Used to Improve the Ability of JPOK Students at the FKIP UNS.

6. ASSURE Learning Design Discussion in JPOK FKIP UNS

Based on the results of the effectiveness test that has been described previously, it can be seen that the product design-based soccer learning model ASSURE POK FKIP students in this study are considered to be eligible and feasible to be used and integrated in learning courses in football courses especially in improving the ability of POK FKIP UNS students. The results of the study also showed differences in the results of the tests after being given treatment in the form of the application of ASSURE-based football learning models to POK FKIP UNS students. When referring to the average value between before and after treatment, there is an increase in the average value of the test results leading to the developed ball by **17.81**, ie from the pretest of 158.29 and the posttest of 176.10.

No	Test Result	Category	Frequency	Percentage
1	*Pretest*	Excellent	0	0.00%
		Good	16	76.19%
		Enough	3	14.29%
		Less	1	4.76%
		Very Less	1	4.76%
2	*Posttest*	Excellent	4	19.05%
		Good	14	66.67%
		Enough	2	9.52%
		Less	0	0.00%
		Very Less	1	4.76%

Table 4 : Summary of Categories of Effectiveness of Football Learning Models Based on ASSURE Design JPOK FKIP UNS Students.

According from Table 4, it can be seen that the effectiveness of the football learning model based on ASSURE design:

First, there is an increase in the number of POK FKIP UNS students who fall into the "Excellent" category from those who previously did not have students or 0% in the excellent category and increased to 4 students or by 19.05%. in the category "Excellent". Second, in the category of effectiveness of the "Good" ASSURE learning model there was also a significant decrease from the previous 16 people or 76.19% POK FKIP UNS students entered the "Good" dribbling category then after learning using ASSURE based learning models there were 14 students or 66.67% in the category of the effectiveness of the "Good" ASSURE learning model. Third, in the effectiveness category of the ASSURE learning model "Enough" also a significant decrease from the previous 3 people or 14.29% JPOK FKIP UNS students fall into the category of effectiveness of the ASSURE learning model "enough" then after learning using the learning model ASSURE based there are 2 students or equal to 9.52% which fall into the category of effectiveness of the "Enough" ASSURE learning model. Fourth, in the category of effectiveness of the ASSURE learning model "Less" also a significant decline from the previous 1 person or by 4.76% JPOK FKIP UNS students fall into the category of effectiveness of "Less" ASSURE learning model then after learning using the learning model ASSURE based there is no student or 0% in the category of effectiveness of the "Less" ASSURE learning model. Fifth, furthermore in the category of effectiveness of the ASSURE learning model "Very Less " there is still one person or equal to 4.76% JPOK FKIP UNS students fall into the effectiveness category of ASSURE learning models even though they have been applied or carried out learning using ASSURE based learning models. The increase in the effectiveness category of the ASSURE learning model can also be seen in the following histogram.

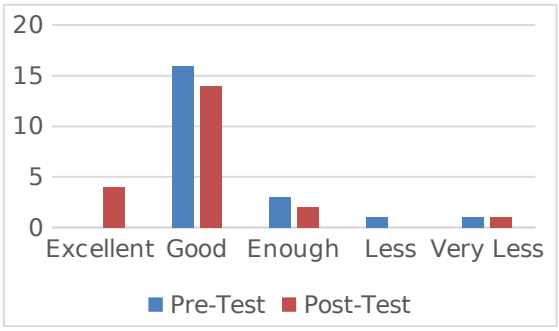

Figure 2 : Histogram Category Effectiveness of Football Learning Model Based on ASSURE Design JPOK FKIP Students.

CONCLUSION

The models of soccer learning based on the ASSURE design produced are :

1. Learning Model of Ball Control in Soccer Games Based on ASSURE Design in POK FKIP UNS Students.
2. Learning Model of Ball Passing in Soccer Games Based on ASSURE Design in POK FKIP UNS Students.
3. Learning Model of Dribbling Ball in Football Games Based on ASSURE Design in POK FKIP UNS Students.
4. Throw-in and Heading Learning Models in Football Games Based on ASSURE Design in JPOK FKIP UNS Students.
5. The football learning model based on ASSURE design was produced effectively to improve the ability of JPOK FKIP UNS students.

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