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### The Influence of Command Teaching Style on Learning Outcomes of Futsal Game Skills

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#### Abstract

This study aims to determine the effect of the Teaching style command on learning outcomes of shooting in the soccer game of class IV-C students of SDN 159 Sekejati Bandung. The method used is an experimental method with the type of one-group pretest-posttest design. The number of samples is 20 students from classes IV-C. The data collection uses the technique futsal skill game. The result of this study indicates that there is an effect of the command style on the learning outcomes of the command teaching style on the inner foot passage learning in futsal games at class IV-C students of SDN 159 Sekejati Bandung because the t-count is more significant than t-table ( $16,580 > 2,093$ ).

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## INTRODUCTION

According to Law no. 20 of 2003 concerning the National Education System Chapter I Article 1 (paragraph 1), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious and spiritual strength, self-control, personality, intelligence, noble

character, and skills needed by himself, society, nation and state.

Physical education, sports and health are among the various compulsory subjects in the elementary school curriculum, which have goals that are as complex and comprehensive as the goals of education in general. According to (Suherman et al., 2018; Ramadan & Ningrum, 2019), physical education is a learning process through physical activity

designed to improve physical fitness, develop motor skills, knowledge and behaviour of healthy and active living, emotional intelligence and sportsmanship. This is necessary and very important for physical education, health and sports teachers to teach at the elementary school level, considering that physical education plays a significant role in achieving overall educational goals.

According to physical education learning, sports and health in elementary school students involve a lot of physical activity in it, including extensive ball game activities, small ball games, rhythmic and agility gymnastics, athletics, water activities, martial arts, physical fitness activities and various other physical activities, all of them given to achieve the main objectives of physical education, sports and health, namely to improve students' affective, cognitive and psychomotor. These various physical activities are divided into several materials or sports activities that function as learning media for students at school. One of the different game activities contained in elementary school physical, sports and health education lessons that students must learn is the game of futsal.

Futsal is one of the big ball games taught in the subject matter of sports and health physical education to fourth-grade elementary school students. A futsal game is a game that is so popular with students as a substitute for conventional soccer games.

According to Relax (2008), futsal is a ball game played by two teams, each consisting of five people. In addition to the

five leading players, each unit can have backup players. Unlike other indoor soccer games, the futsal field is limited by lines. The goal is to get the ball into the opponent's goal by manipulating the ball with the feet. The word futsal comes from the Spanish, namely Futbol (soccer) and Sala (room), which, when combined, means "indoor football." This futsal game has various basic techniques, including passing, controlling, dribbling, and shooting.

These basic techniques need to be conveyed and taught to elementary school students. In teaching futsal at SDN 159 Bandung, it is known that students have not mastered the basic futsal techniques. This can be seen from the more than 50% of students who have yet to reach the KKM (minimum mastery criterion) with a score of 75. Several reasons for not achieving the KKM are due to several factors, including 1) teachers have not maximized their potential to use learning strategies in the learning process, 2) the use of teaching styles that are not to the needs of students, 3) The teacher's lack of clarity in giving learning assignments and determining specific learning objectives.

One of the ways or efforts to overcome the low quality of learning outcomes is the teacher must apply a teaching style considered appropriate to overcome problems in learning. Using the commando teaching style is expected to overcome the still low acquisition of student learning outcomes in futsal games. Mosston (2011) mentions some of the advantages or benefits of using this commando teaching style, including a) Uniformity of

motion, b) If done by many people, it can create a beautiful and pleasant atmosphere, c) Develops disciplinary behaviour, d) Produces a high level of activity, e) If the time available is short, the command style results in physical fitness and motor development rather than other styles, f) For its success, it does not require in-depth knowledge, g) The teacher can control the learning process so that there is no possibility of something unexpected arising according to with student ideas.

As for the characteristics, weaknesses, and advantages of this commando style, Lutan (2000) states, "The elements of the Commando style are the most teacher-dependent approaches. The teacher prepares all aspects of teaching. He takes full responsibility and initiative for education and monitors learning progress. The advantage of this teaching style is that it is very effective if you want to foster uniformity and simultaneity of movements according to the form the teacher wants, enhances discipline and obedience, controls the rate of information wholly owned by the teacher and uses time quite efficiently. The weakness of this style is that it inhibits creativity and individuality and does not inspire enthusiasm to practice or study outside class hours.

Using this commando teaching style, it is hoped that students will be helped because they are guided and directed directly by the teacher, influencing learning outcomes in futsal games. Based on the elaboration of the problems above, the researcher is very interested in conducting a research entitled the

effect of commando teaching style on the learning outcomes of futsal games for class IV students at SDN 159 Sekejati Bandung.

## **METHODS**

This research was conducted at SDN 159 Sekejati Bandung City, West Java Province. The time for conducting the research is February 2022. This research uses an experimental method with a one-group pre-test and post-test design (Ramadan & Juniarti, 2020). The variables in this study are the commando teaching style as the independent variable and the learning outcomes of playing futsal as the dependent variable. The research population was all students in class IV-C, totalling 39 students, while the research sample was 20 male students in class IV-C. The research instrument uses a futsal skill evaluation test.

The skills measured are a series of tests which include; herding (dribbling), passing (passing), holding (controlling), and shooting (shooting). The test was carried out 2 times; the best score was taken. The test results are the time taken during a series of examinations and the total score in putting the ball into the goal. Assessment can be done by converting each rough/raw score into a T Score. Two kinds of T Score are added: the basic futsal skills.

## **FINDINGS AND DISCUSSION**

After knowing the results of the data normality and homogeneity tests, the

hypothesis test was carried out using the t-test approach (t-test) for more details about the

effects of hypothesis testing.

Table 1. Calculation of Significant Test of Increased Skill Results

tcount	ttable	Conclusion
16,580	2,093	Significance

There is a finding that there is a significant effect of the command teaching style process on the learning outcomes of students playing futsal at SDN 159 Bandung. This is evident from the data showing that the average result of the futsal skill test before being given treatment was 77.15. The score of the test results before being given the highest treatment was 95, and the lowest was 61. The average score of the test results after being given treatment with the commando teaching style method was 92.10, with the highest result of 118 and the lowest being 71. These results show that there was an average increase before and after using the command teaching style 14.95.

Based on the normality test carried out in this test, the results obtained are the value of  $X_{count} = 0.154$ . This value is smaller than the rejection limit at the significant level  $\alpha = 0.05$ , namely  $Stable = 0.190$ . Thus it can be concluded that the data in this test are normally distributed. Based on the results of calculations using the t-test approach on the results of the assessment of futsal skills, count (16.580) is found to be greater than  $t_{table}$  (2.093) at a significant level ( $\alpha$ ) of 0.05. Thus the null hypothesis ( $H_0$ ) is rejected, which means that:

$H_0$  = There is no significant effect of Command Teaching Style on Learning Outcomes of futsal game skills at SDN 159 Bandung.

$H_1$  = There is a significant influence of Command Teaching Style on Learning Outcomes of futsal game skills at SDN 159 Bandung.

## CONCLUSION

Based on the findings of the research that has been carried out, it can be concluded that there is a significant influence of the commando teaching style method on the learning outcomes of students' futsal game skills at SDN 159 Sekejati Bandung.

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