

The Advantages of Tactical Games and Cooperative Learning Models in Football Shooting Technique Skills

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ABSTRACT

Physical education is an educational process that utilizes physical activity to produce holistic changes in individual quality, both physically, mentally and emotionally. One of the materials provided in physical education, sports and health subjects for MTS school students is the Big Ball Game, namely the Football Game. To improve football shooting technique skills, researchers will apply two models in their learning: cooperative learning and tactical games. The research method used in this research is the experimental method. The design used is a pre-test and post-test group design. The data analysis method used the t-test; the research subjects were 20 students at MTs N 6 Model Padang who participated in football extracurriculars. The results of data analysis show that: 1). The effectiveness of the cooperative learning model significantly improved the football shooting technique skills of MTS N 6 Model School students in Padang City (count = 7.12 > ttable = 2.27). 2). The effectiveness of the tactical games learning model significantly improved the football shooting technique skills of MTS N 6 Model Padang City School students (t-count = 9.45 > t-table = 2.27). 3) The effectiveness of the cooperative learning model is no better than the tactical games learning model group in improving the football shooting technique skills of MTS N 6 Model Padang City School students (tcount = 1.48 < ttable = 1.73).

Keywords: shooting; cooperative learning; tactical games

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INTRODUCTION

Football, one of the most popular and exciting sports in the world, necessitates a thorough approach to skill development, especially in shooting technique. A player's ability to shoot well is essential to success on the pitch because goals are sometimes the final factor in determining victory. Using cooperative learning models and tactical games as cutting-edge techniques to improve football shooting techniques has gained popularity recently. Using cooperative learning models and tactical games as cutting-edge methods to enhance football shooting techniques has become increasingly common. Applying cooperative learning models, like the team game tournament type, has been demonstrated in research studies to significantly increase learning outcomes for shooting football (Azwira et al., 2023). Furthermore, it has been discovered that applying the Team Game Tournament (TGT) cooperative learning paradigm improves



players' proficiency with fundamental passing strategies in football matches (Gunawan et al., 2023). According to a different study, students' learning outcomes in football's knowledge, attitude, and skill areas can be enhanced by using the shooting colour game strategy (Ernata & Taso, 2023). Moreover, a study contrasting change target versus fixed target training discovered that the latter had a stronger impact on football players' shooting accuracy (Sintoko & Suharjana, 2018). These results imply that tactical games and cooperative learning models can be useful in enhancing football players' shooting skills. This study aims to examine the various benefits these methods provide and how they help football players improve and become proficient with their shooting techniques.

Football training has historically emphasised solitary drills and repetitive routines to increase shooting power and accuracy. Although each of these approaches has advantages, the field of sports science is developing, and combining cooperative learning models and tactical games could provide a more comprehensive and interesting approach. The dynamic environment that tactical games offer, which mimics actual match situations, helps players develop their decision-making abilities, spatial awareness, and adaptability—all essential elements of a proficient shooting technique. Cooperative learning approaches foster cooperation, communication, and group problem-solving simultaneously, emulating the collaborative spirit of football (Bilokon & Anikeienko, 2022; Forcher et al., 2023; Vilamitjana et al., 2023).

This study aims to investigate and clarify the benefits of combining cooperative learning models and tactical games to improve football players' shooting techniques. Through our analysis of how different methods affect player performance and skill development, we hope to add important context to the continuing conversation about the best training practices for football players. Understanding and utilising cutting-edge techniques for skill development is critical as the sports world changes, and this study aims to clarify the revolutionary potential of cooperative learning and tactical games in developing skilled football shooters.

METHODS AND MATERIALS

In this study, an experimental research design will be employed. The participants will be split into two groups: the experimental group, which will use cooperative learning models and tactical games to train football shooting techniques. All MTs N 6 Model Padang pupils who actively participated in extracurricular football activities comprised the study's population. There were twenty volunteers in all for the investigation. Members of SSB Putra Wijaya who utilised the Yonif 133 Y/S field for extracurricular activities made up the research participants.

This study took an experimental approach to data collecting and analysis, using a pre-test and post-test design between two groups receiving different treatments. This strategy makes it possible to compare how the experimental group—which used cooperative learning models and tactical games as training methods—and the control group—which received traditional training—changed their ability to shoot football.

The shot/football test on target adopted from Nurhasan (2001) is the main tool in this research. This test aims to measure the participant's shooting ability before and after the training intervention. An observation checklist to document the qualitative elements of marksmanship may be an additional tool. Statistical tests, such as the t-test, will be used to analyse the findings of the first and last tests. The normality test

is utilised to make sure the data is properly distributed. Descriptive analysis can also paint a complete picture of how each group's shooting abilities have changed. The results of data analysis will be assessed to find out how well cooperative learning models and tactical games work as training tools for football shooting proficiency. The research's practical consequences can help coaches and extracurricular organisers create more successful training programmes.

RESULTS AND DISCUSSION

Findings

The research data described is regarding the final Cooperative Learning and Tactical Games test on the Football Shooting Technique Skills of MTs N 6 Model School Students in Padang City, through the medicine ball test, shooting/kicking the ball at the target (shooting). Complete test results can be seen in the attachment. A description of the data regarding cooperative learning and tactical games in improving shooting skills can be seen in Table 1 below.

Table 1. Description of Cooperative Learning and Tactical Games Data in Improving Shooting Skills

Group		N	Min	Max	Mean	SD
Cooperative learning	Pretest	10	73	135	100.47	17.91
	Posttest	10	100	162	124.09	21.00
Tactical Games	Pretest	10	80	124	99.53	15.67
	Posttest	10	110	150	135.83	13.80

Table 2. Normality Test Results of Cooperative Learning and Tactical Games Test Data on Shooting Skills

Group		L _o	L _{table}	Information
Cooperative learning	Pretest	0.133	0.258	Normal
	Posttest	0.149	0.258	Normal
Tactical Games	Pretest	0.197	0.258	Normal
	Posttest	0.170	0.258	Normal

Table 2 shows that the cooperative learning and tactical games learning data are normally distributed because the value of $L_{count} < L_{table}$ is at the 5% alpha level of significance.

DISCUSSION

In this section, three main study points, which are linked to relevant theories, will be described. First, the effectiveness of the cooperative learning model on shooting technique skills. Second, the effectiveness of the tactical games learning model on shooting technical skills. Third, the cooperative learning model is better than the tactical games learning model in improving basic shooting technical skills.

Football is a complex sport, not just physical, but also about how quickly someone makes decisions in a game. As stated by Mitchel (Psotta & Martin, 2011), "game performance in sports games is based on cognitive-perceptual processes which lead to decision making about movement responses and sensory-motor processes which are responsible for skill execution". Based on this, to get good shooting skills, the basic concepts of technique must be understood and able to apply them in a real game.

Dyson (2014) states, "Cooperative learning is a dynamic pedagogical model that allows teachers to teach diverse content to students at different grade levels; students work together in small, structured, heterogeneous groups to master subject content." Students are not only responsible for learning the material but also for helping their group mates learn. Furthermore, according to Lee (2014), "cooperative learning, where teachers provide extrinsic motivation, is an effective route to improving students' physical fitness and should be considered by sports teachers in the future". Based on this, with the impact of extrinsic motivation, students are more active and enthusiastic when carrying out exercises. Thus, the cooperative learning model is very suitable for improving shooting technique skills, considering that the results of this research are significant.

In a football match, the tactical dimension is the basis for making the right decisions in controlling game situations with or without the ball. According to Rechenchosky et al. (2017), Players with low skill levels but high tactical understanding can play football well. Conversely, limited tactical knowledge can result in low technical efficiency because all skills must be executed in complex game situations. The understanding of the concept of play must be clear and understood by athletes or students regarding the material we provide.

Furthermore, according to Boulogne in Silva et al. (2014), in football, as well as in other team sports, tactical behaviour can be defined as a sequence of actions carried out by players aimed at dealing, in the most appropriate way, with the match situation, taking into account time constraints, space and tasks. Based on this, for team sports, training variations must include tactical game material so that the training program is linear with actual matches. Thus, the tactical games learning model is very suitable for improving shooting technique skills, considering that the results of this research are significant.

According to Scaglia (Lizana et al., 2015), "The use of the small-sided games (CSSGs) concept model is presented as an attractive training methodology because it has the inherent complexity of the game and allows various options for teaching and coaching football." These options include structural (ball, target, field size) and functional references (fulfilment of technical and tactical training), allowing the development of a football game concept.

Johnson (Callado, 2012) states, "Cooperative learning is an educational methodology based on working in small and usually heterogeneous groups, where students work together to expand or hone their skills and those of other group members. Being in your group can make each student more comfortable and enjoy the training process.

Based on the results of this research, we cannot see which cooperative learning and tactical games learning models are better because the results are not significant. But each of these models has proven effective for improving shooting technique skills. Other factors need to be considered, and the number of samples can be increased to improve the results.

CONCLUSION

Based on the research and discussion results, several conclusions can be drawn from this research: the cooperative learning model significantly improves football shooting technique skills. The tactical games learning model significantly improves football

shooting technique skills. The cooperative learning model is no better than the tactical games learning model group in improving football shooting technique skills. Based on the data analysis and discussion, the implications of this research can be formulated as follows. This research serves as a guide and reference for training school physical education teachers to improve their football shooting technique skills by using cooperative learning and tactical games approach models.

This is because, with this model, students do not feel tired easily, feel more comfortable and can continue to move actively to improve their shooting technique skills significantly. Thus, it can be said that the effectiveness of the cooperative learning and tactical games learning model significantly improves students' football shooting technique skills at the MTS N 6 Model School in Padang City. For other researchers who want to research shooting technique skills, it is best to research other factors that can influence and increase the number of samples so that the results will be even better.

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CONFLICT OF INTEREST

Author certify that there is no actual or potential conflict of interest in relation to this article.

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