

## **Development of a learning media model for basic soccer techniques through comic books**

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### **Abstract**

The objective of this research is to produce a comic media product of football basic techniques that is suitable to use by athletes that can facilitate the way of learning and practicing football basic technique movements. This research was a research and development using Sugiyono's development procedure with 8 steps: (1) Potential problems, (2) Collecting materials, (3) Product design, (4) Product creation, (5) Validation of material and media experts, (6) Product revision, (7) Product trial, and (8) Final product. Small group product trials were conducted at Real Madrid Foundation UNY with coaches and athletes totaling 12 subjects. Large group product trials were conducted at SSB Maguwoharjo Putra and Maguwoharjo Football Park totaling 34 subjects. The data analysis techniques used descriptive statistical analysis by finding the average score. The research findings reveal that the football basic technique media developed is suitable to use in learning. The results of the validation of material experts are at 3.3 (Good) and the validation of media experts is at 4.6 (very good). The results of the small group trial of coaches are at 4.8 (very good) and athletes are at 4.5 (very good) while the results of the large group trial of coaches are at 4.4 (very good) and athletes are at 4.6 (very good). Comic media of football basic techniques can attract the interest and motivation of beginner athletes to learn football basic techniques and enrich the varieties in the training media.

**Keywords:** training media, basic football techniques, comic media

### **INTRODUCTION**

Football is a game played by eleven (11) players against 11 (11) opponents, led directly by a referee who has one assistant referee and two assistant referees, and one reserve or substitute referee. The game takes place on a soccer field measuring 100 to 110 meters long and 64 to 75 meters wide. Direct contact occurs between players from one team and players from the other team. (Emral, 2018). To create a good game in soccer, mastery of basic soccer techniques is required. These include: passing (the technique of passing the ball), controlling (the technique of stopping the ball), dribbling (the technique of dribbling the ball), shooting (the technique of kicking or shooting the ball hard towards the goal), heading (the technique of heading the ball), intercepting (the technique of taking the ball), sliding tackling (the technique of sweeping the ball), throw-ins (the technique of throwing the ball in), goalkeeping (the technique of catching the ball), and juggling (the technique of weighing the ball to practice ball control) (Indiarjo, 2019).

Those who aspire to achieve success are required to carry out continuous training. Starting from an early age, novice athletes who are just learning must understand and master basic soccer techniques properly and correctly. Providing basic soccer techniques is a key part or foundation for athletes in soccer. Good basic soccer techniques by players tend to result in good play. Good technique will enable players to play according to the instructions or commands of the coach. As time goes by, some novice athletes still experience confusion regarding how to implement basic soccer techniques. This is due to

the excessive capacity of students/athletes participating in club activities, making it difficult for coaches to teach basic soccer techniques effectively and optimally.

Club coaches often struggle to provide optimal attention to beginner athletes due to the large number of athletes attending each session. This occurs because coaches need to teach basic techniques, but the available time is very limited, given the large number of athletes in each training session who must be attended to simultaneously. In this situation, it is very difficult to conduct training only during training hours. Therefore, researchers want to provide a solution for a more effective and engaging method for learning basic soccer techniques that can be mastered by beginner athletes.

Based on observations of five bookstores in the Sleman area, none of the five stores visited sold comic books about soccer, let alone books about basic soccer techniques. The lack of comic books covering basic soccer techniques makes it difficult for most beginner athletes to learn basic soccer techniques through textbooks. In addition to the lack of books on basic soccer techniques, it was found that beginner athletes are also reluctant to seek out reading materials or other materials related to basic soccer techniques. However, seeking information would help them gain insight into the sport.

One important factor in learning activities in education 4.0 is the use of learning media. The application of learning media is intended to make learning more effective, efficient, numerous, broad, fast, and meaningful for those who learn, especially students (Musfiqon, 2012: 178-179). According to Oemar Hamalik (2006), the use of media in the teaching and learning process can arouse new desires and interests, increase motivation and stimulate learning activities and even bring psychological effects to students. The application of appropriate learning media will trigger a more pleasant atmosphere. Several types of learning media that can be used to convey information include visual media, audio media, audio-visual media (Syaiful Bahri Djamarah and S. Aswan Zain, 2010).

According to Nana Sudjana and Ahmad Rivai (2003) in Herka Maya Jatmika (2005), visual media in the learning concept can be in the form of images, models, objects or other tools that provide students with real visual experiences. In its use, visual media aims to introduce, shape, and clarify the understanding of abstract material to students, develop affective functions, and encourage further student activities. However, visual media has shortcomings in limited visuals, can only provide visuals in the form of images that represent news content and production costs are quite expensive so that visual media is rarely used in learning. According to Sardiman in Sanaky (Purwanti, Ngatman and Hidayah, 2020) graphic media includes visual media whose message delivery prioritizes the sense of sight and the message conveyed is expressed in the form of visual symbols. Graphic learning media is visual media that relies on the visual sense both in terms of capturing or conveying ideas (letters, words, sentences, paragraphs, numbers, symbols, or images) to achieve learning objectives. One graphic material that functions as a learning aid and increases student motivation is comics. Comics are a visual medium, a form of communication that uses still images in cartoon form to convey characters and act out stories to entertain readers (Nana Sudjana, 2011:64). Comics, or illustrated stories, are still viewed with disdain, especially in educational circles, as they are still considered merely a form of entertainment. Although comics are widely considered entertainment, when viewed from the functional aspect of transforming comics into a learning tool, it becomes apparent that something seriously complex can be made simpler and more enjoyable (Waluyanto, 2010).

Comics have their own advantages, including not requiring other devices to operate them, so they can be carried and read anywhere. The target users of comics, according to their use as learning media or learning resources, are school children aged 6-25 years (M. S. Gumelar, 2011). Until now, there has been no model for basic soccer technique training through comic books. Researchers took the initiative to use comic media as a learning tool and to convey material about basic soccer techniques. Through this media, coaches can communicate basic soccer techniques visually because comics have the potential to be an informative tool so that the material is delivered more easily and interestingly. In addition, comic media has recreational and educational value for its readers. Therefore, comic media has great potential to be used as a learning tool to convey messages in the teaching and learning process. Therefore, researchers raised the title "Development of a Model for Basic Soccer Technique Training Media Through Comic Books".

## **METHOD**

This research is a research and development (R&D) study. According to Sugiyono (2015:407), research and development (R&D) methods are used to produce specific products, requiring needs analysis and testing their effectiveness through research. Research and development is a process or step-by-step process for developing or refining existing products that can be accounted for (Sukmadinata, 2013:164).

This research and development project will produce a comic book product with an engaging and easy-to-understand story that can facilitate understanding of basic soccer techniques and facilitate access to learning media sources for basic soccer techniques. This will foster reading interest and curiosity. Researchers will validate the comic book to determine its suitability as a learning medium. Validation of the comic book product will be conducted by subject matter experts, media experts, and coaches, and then trialled on athletes.

The procedures used by researchers in developing the learning media are adapted from Sugiyono's work. Development steps according to Sugiyono (2015:409) are as follows: (1) Potential and problems (2) Collection of materials (3) Product design (4) Design validation (5) Design revision (6) Product trial (7) Product revision (8) Usage test (9) Product revision (10) Mass production.

The research steps can be adjusted to the researcher's needs, allowing for smaller-scale research, including limiting the research steps. This research, which focused on developing a basic technique training model through comics, used the research procedures proposed by Sugiyono. However, due to time, effort, and cost constraints, the steps in this research were modified as necessary and limited to eight stages, as outlined below:

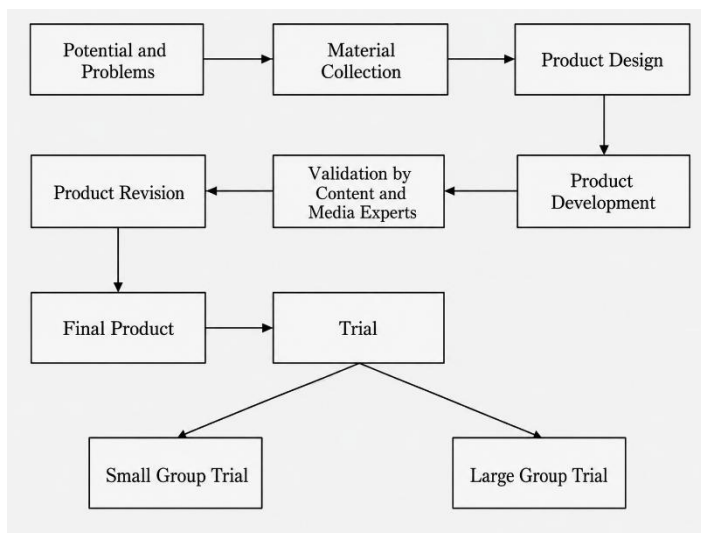


Figure 1. Research stages

**RESULTS AND DISCUSSION**

The initial product development result of this research and development was an educational comic strip on basic soccer techniques as a learning medium. This research was based on Sugiyono's seven-stage development model. These are outlined as follows:

**1. Planning Stage**

Observations from five bookstores in Sleman revealed that none of the five bookstores had a comic strip on basic soccer techniques. These stores primarily sold books on soccer history, player profiles, and books about soccer from the perspective of soccer fans.

Table. 1 Reference of book

No	Bookstore Name	Information
1	Toko Buku tiga Mas	None
2	Gramedia Jogja Pakuwon Mall	None

No	Bookstore Name	Information
3	Mizan Store Yogyakarta	None
4	Toko Buku Sosial Agensi	None
5	Periplus Pakuwon Mall	None

Planning in this research, the researcher looked for books as references and relevant research as research sources. From the results of the observation, several things were determined as follows. The results of the observation stated that there was a lack of references regarding basic soccer techniques. The results of the observation stated that novice athletes felt confused with understanding basic soccer techniques only with written media. It is necessary to develop a learning media that can help in understanding the basic techniques of soccer that is interesting. In addition, a fairly important step in planning is to create a research instrument. The assessment instruments in this educational comic media of basic soccer techniques include, 1) Validation Instrument of material experts, 2) Validation Instrument of media experts, 3) Coach response test instrument, 4) Student response test instrument.

## 2. Initial Product Development

The initial product development stage is carried out after the planning stage. This stage is the stage of designing the basic football technique comic that will be developed. The program used in designing this product is Photoshop CC 2020, while the program used to design the comic book product is Sketchbook Pro. The stages in developing this basic football technique comic media in general are as follows: Determining the storyline that will be developed in the basic football technique comic. Collecting materials that will be used in the comic story in terms of images of foot contact with the ball, research on basic football techniques, or searching on the internet, and others. Making a script, which serves to provide a written description and the situation to be described. After all the initial development stages, the following is the complete creation of the comic starting from pages 1-94 as well as the creation of the front cover and back cover.

## DISCUSSION

The results of the development of the basic soccer technique comic media will be discussed in this sub-chapter. This chapter explains the results of the feasibility data analysis and small and large group trials. The following are the results of the data analysis obtained during the research and development of this learning media.

### 1. Data Analysis Results

The validation and assessment results conducted by the researcher were obtained through validation by material experts, validation by media experts, and trials by large and small groups. From the validation and assessment, the researcher received constructive comments, criticisms, suggestions, and guidance, enabling the researcher to develop better and more suitable learning media.

#### a. Material Validation Results

The feasibility of this basic soccer techniques comic media material was assessed by subject matter experts. The assessment by the subject matter expert lecturers was based on four aspects: learning objectives, learning materials, learning methods, and learning resources. These five aspects were developed into 13 questions. The material validation process involved two stages. The first validation resulted in a score of 27 out of 65 with an average of 2.0, categorized as "poor." Therefore, the product was revised. After the revision stage of the first material validation was completed, the second stage of the validation resulted in a score of 44 out of 65 with an average of 3.3, categorized as "Good." Although the validated learning media and suggestions from the subject matter experts were categorized as good, researchers still needed to improve the learning media based on the suggestions provided. This aimed to improve the quality of the learning media.

#### b. Media Expert Validation Results

The validation results of the basic soccer techniques comic media material were conducted by experts to determine the feasibility of the developed learning media. The assessment by subject matter expert lecturers was based on four aspects: the size of the teaching materials, product engineering,

learning design, and visual communication. Validation of the material in this development was carried out in two stages. The first validation obtained a score of 83 out of 90 with an average of 4.6, falling into the "very good" category. For the first stage, it was declared suitable for testing, but there were suggestions and input on the developed product, so revisions were made before testing and a second stage of validation was carried out. In the second stage, the same score was obtained, namely 83 out of 90 with an average of 4.6. The media was declared suitable for testing.

**c. Trainer Response Results**

The trainer response results were obtained from small and large group trials. The small group trial scored 144 out of 150 with an average of 4.8, and the large group trial scored 265 out of 300 with an average of 4.4. These scores fall into the "very good" category. These results were obtained based on two aspects: materials and media.

**d. Athlete Response Results**

Coach responses were obtained from small and large group trials. The small group trial scored 683 out of 750 with an average score of 4.5, and the large group trial scored 2,038 out of 2,250 with an average score of 4.6. Both data are quantitative; when converted to qualitative data, the media falls into the "very good" category. These results were obtained based on two aspects: the material aspect and the media aspect.

**e. Research Limitations**

The researcher made every effort to ensure that the process from creation to implementation ran smoothly with optimal results. However, the development of this basic soccer technique comic media had many limitations. This limitation in this study was the reduction of the development steps from ten to eight. Furthermore, during the expert validation stage, which should have been assessed by three material experts and three media experts, the assessment was conducted by only one material expert and one media expert. This was due to time constraints.

## **CONCLUSION**

Based on the research and development results of the basic soccer technique media model, the following conclusions can be drawn. The basic soccer technique comic media was developed using Sugiyono's research and development model through eight of the ten development stages. The feasibility results from the material experts and media experts indicate that the basic soccer technique comic media is suitable for testing. This is based on expert validation and product trial results. The media went through two stages of material expert validation and two media validation. The final scores obtained were 44 out of 65 with an average of 3.3, categorized as "Good," and 83 out of 90 with an average of 4.6, categorized as "Very Good," making it suitable for testing. The responses from coaches and young athletes indicate that the basic soccer technique comic media is suitable for use as a learning medium. The group trials were conducted in two stages: small group trials and large group trials. The final results of the assessment scores obtained from the small group trial were 144 out of 150 with an average of 4.8 for the coach's response and a score of 683 out of 750 with an average value of 4.5 for the athlete's response, while the large group trial with the final results of the assessment scores were 265 out of 300 with an average of 4.4 from the coach's response test and 2,038 out of 2,250 with an average value of 4.6 from the athlete's response test.

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