

Efforts to Improve Soccer Passing and Stopping Skills Through Audiovisual Media Among Students at SMPN 12 Pekanbaru in the 2024/2025 Academic Year

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ABSTRACT

Physical education is an important part of the educational process that focuses not only on physical fitness, but also on the psychological, social, and motor skill development of students. One of the sports that is widely taught in physical education is soccer, where mastery of basic techniques such as passing and stopping are fundamental skills that students must master. However, in reality, many students experience difficulties in mastering these two techniques, thus requiring innovation in the learning process. This study aims to improve students' passing and stopping skills through the use of audio-visual learning media. The research method used was Classroom Action Research (CAR) with two cycles involving 23 students of class VII.3 SMPN 12 Pekanbaru, consisting of 13 male students and 10 female students. Each cycle was carried out through the stages of planning, action, observation, and reflection using learning tools such as lesson plans, observation sheets, and soccer skill assessment instruments. The results of the study showed a significant increase in students' passing and stopping skills, with learning completeness increasing from 52.78% in cycle I to 82.60% in cycle II. The conclusion of this study confirms that the use of audio-visual media can be an effective alternative learning strategy in improving the mastery of basic soccer techniques. The implication of this study is the need for physical education teachers to integrate audio-visual media more intensively so that learning becomes more interesting, interactive, and able to improve student learning outcomes.

Keywords: passing skills, stopping skills, soccer, audio-visual media.

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INTRODUCTION

Education is essentially a fundamental aspect of human life that plays an important role in shaping the quality of human resources. Education is not limited to the transfer of knowledge, but also includes the process of shaping attitudes, skills, and values that support the development of the whole individual. As a science, education has a very broad scope, involving various fields such as social, economic, health, culture, sports, language, and so on. This diversity shows that education is present in every aspect of human life and is the main foundation for creating a knowledgeable, healthy, and competitive society.

Education is a science that covers various fields of knowledge, including social, economic, health, culture, sports, language, and others. In addition, education is also a fundamental and important element of life (Prima, Herpratiwi, & Fitriawan, 2022). Meanwhile, according to Rahman, Munandar, Fitriani, Karlina, & Yumriani (2022), 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 spiritual



strength, self-control, personality, intelligence, noble character, and the skills needed by themselves and society. Along with the importance of education in various fields of life, one aspect that is no less significant is sports education. This is reflected in Law of the Republic of Indonesia No. 3 of 2005 concerning the National Sports System Article 1 Paragraph 11: Sports education is physical education and sports carried out as a regular and continuous educational process to acquire knowledge, personality, skills, health, and physical fitness.

Education as a universal concept is not only understood as a process of transferring knowledge, but also as a means of developing well-rounded individuals. Various definitions put forward by experts show that education has a very broad position, both as a field of study and as a practical application in everyday life. This emphasizes that education plays a role in developing various aspects, ranging from intellectual, spiritual, and emotional aspects to the skills needed by individuals to adapt and contribute to society. In this context, one area of education that plays an important role is sports education, better known as physical education. This field not only emphasizes physical fitness but also serves as a medium of learning to develop the personality, social skills, and sportsmanship of students. Thus, the discussion of physical education is relevant to be studied in depth as an integral part of the national education system.

In Indonesia, physical education has been an important part of the national education curriculum since the Dutch colonial period. Physical education in Indonesia continues to evolve in line with the changing times and demands of society. In the basic education curriculum, physical education plays a vital role in developing students' physical health, fitness, and motor skills. Physical education programs in Indonesia include various physical activities, sports, and games designed to improve students' physical, mental, and social aspects (Muzakki, Kobandaha, Nuraisyah Annas, & Arifin, 2024). Through physical education activities, it is hoped that students will grow and develop in a healthy and physically fit manner, as well as develop their personalities harmoniously (Arifin, 2017).

Physical education is one of the subjects that must be taught in every school as a core subject for all students (Sari, Ulfani, Ramos, & Padli, 2024). Physical education not only focuses on improving physical fitness, but also supports healthy physical growth, stable psychological development, and improved motor skills, which form the basis of students' movement abilities (Arifin, 2017).

Physical education can be defined as an educational program through movement or games and sports. In other words, certain movements, games, or sports are chosen only as a medium or tool for education. The focus of physical education is on the skills of students, which can be physical and motor skills, thinking skills and problem-solving skills, and can also be emotional and social skills (Arifin, 2017). Therefore, these skills can be achieved through movement learning and physical activities that adopt sports movements. Physical education learning not only serves to train physical aspects, but also as a means of developing students' cognitive, affective, and social abilities. Through structured movement activities, students can learn to control their bodies, understand rules, work with friends, and foster a sporting attitude in every game.

In general, the benefits of physical education and sports in schools include the following: (1) fulfilling children's need for movement, (2) introducing children to their environment and potential, (3) instilling useful basic skills, (4) channeling excess energy, and (5) being a simultaneous educational process for the physical, mental, and emotional aspects (Yulianti, Zega, & Sari, 2018). Physical education has educational objectives, namely

1) the development of organs to improve health and physical fitness, 2) neuromuscular development, 3) mental and emotional development, 4) social development, and 5) intellectual development (Bangun, 2016). Physical education serves as a means of improving motor skills, physical abilities, and knowledge (Putri et al., 2024).

In physical education, one sport that involves a lot of movement is soccer (Risky, Jafaruddi, & Nurmasyitah, 2025). The objective of soccer is to score as many goals as possible by using techniques and strategies while defending one's own goal from the opponent (Zany, 2024). To achieve the objective of soccer, good technical skills are required. Therefore, the basic techniques in soccer must be trained systematically, purposefully, and repeatedly so that they can be mastered by each player and produce high-quality technical skills (Syafi'i & Setiawan, 2019). The basic techniques of soccer include: kicking or passing the ball, stopping the ball, dribbling the ball, heading the ball, tackling the ball, throw-ins, and goal keeping (goal keeping) (Firlando, Frima, & Sunardi, 2020).

In the context of junior high school education, understanding and mastering basic soccer techniques is very important because at this stage students are in the optimal phase of motor skill development. Learning basic techniques is not only aimed at improving playing skills, but also at training students' cooperation, discipline, and sportsmanship. Therefore, this study emphasizes the importance of focusing on specific techniques so that learning can be more targeted and provide significant results for improving students' abilities.

Of the seven basic techniques, the author focuses more on passing and stopping skills. This focus was chosen because these two skills play an important role in the smooth running of a soccer game. Another reason for choosing passing and stopping as the focus of this study is because students' skills in mastering these two techniques are still low. Many students are not yet able to pass accurately or stop correctly, so the ball often slips out of the team's control and teamwork becomes suboptimal. This condition shows the need for more attention in the learning process so that students can gradually improve their basic skills. By emphasizing passing and stopping, it is hoped that students can master the basics of soccer better, which will later become the foundation for the development of other advanced techniques.

Passing is a basic soccer technique commonly referred to as the technical movement of passing the ball to a teammate or passing between players on the same team as a step to attack the opponent's goal (Dwita, Mardikaningsih, & Kurniasari, 2024). Basically, the basic passing technique in soccer aims to pass the ball to a teammate in order to create opportunities to score goals against the opponent's goal and to defend the defensive area for the defending players (Saputra & Humaid, 2024). Meanwhile, stopping is the technique of stopping or holding the ball using the feet (Utomo & Indarto, 2021).

Stopping or halting the ball is one of the basic techniques in soccer that is used in conjunction with the technique of kicking the ball. The purpose of stopping is to block the ball heading towards the player, either with the head, chest, thigh, or foot (Yamlean, 2025). The parts of the foot commonly used to stop the ball are the inside of the foot, the outside of the foot, the back of the foot, and the sole of the foot (Firlando et al., 2020). Mastering basic techniques such as passing and stopping does require repeated practice so that students can perform them well in game situations. However, in practice, many students still experience difficulties when they have to apply these techniques correctly, especially in terms of movement coordination and timing when stopping the ball. This condition

shows the need for more effective learning methods, one of which is by utilizing learning media that can help clarify every detail of the movement. The use of learning media also has a very important role in supporting students' understanding and skills in mastering these techniques.

Learning media serves as a tool that can help teachers deliver material, so that information is not only received through verbal explanations, but also through more engaging visual and audio displays. This makes it easier for students to understand the movements, sequences, and technical details being taught. In the context of physical education, the use of learning media can foster interest in learning, increase motivation, and clarify movement concepts that are sometimes difficult to understand with only explanations or direct demonstrations. Therefore, the author chose to use audiovisual learning media to improve passing and stopping skills in soccer lessons.

The use of audiovisual media in soccer learning is essentially a form of innovation that can help teachers overcome the limitations of conventional methods. Through this media, students not only get theoretical explanations, but can also see real examples of the correct application of techniques, making the learning process more effective. Thus, the use of audiovisual media also opens up opportunities for teachers to be more creative in designing physical education lessons that are fun, meaningful, and tailored to the needs of students. With the advantages it offers, audiovisual media not only serves as a tool to facilitate the delivery of material, but can also be a strategic solution in overcoming the limitations of conventional learning methods. Often, physical education learning faces obstacles such as time constraints, a lack of variety in methods, and the difficulty of students understanding certain techniques through verbal explanations or direct demonstrations alone. The presence of audiovisual media can bridge this gap by providing a more realistic, interactive, and easy-to-understand learning experience for students.

In addition, the use of this media also encourages teachers to be more creative in designing learning activities that are tailored to the needs and characteristics of students. Not only does it help clarify movements and techniques in soccer, but it also increases student motivation to learn because the material is presented in a more interesting and modern way. Therefore, the development of innovative and varied learning media is an urgent need in physical education, so that the learning process does not only focus on achieving physical skills, but also fosters positive attitudes, self-confidence, and active student involvement in every learning activity. Solving problems in physical education requires innovation and creativity in overcoming these various issues. The development of creative and innovative learning media in PJOK learning is one way to overcome these problems. Learning media is media that conveys information intended to deliver material (Khozain & Mumaisaroh, 2020).

Media, as one of the components in the system, functions as a means of non-verbal communication. As one of the components of the system, media must absolutely be present or utilized in every learning activity. This is because if one of these components is missing, the results obtained will not be optimal (Magdalena, Shodikoh, Pebrianti, Jannah, & Susilawati, 2021). Learning media is an important element in the learning process. The word media comes from Latin and is the plural form of the word medium, which literally means intermediary or conveyor (Sapriyah, 2019). The use of teaching media can improve the quality of the teaching and learning process, which in turn can improve the quality of student learning outcomes (Supartini, 2016).

The benefits of learning media are, first, they provide guidelines for teachers to achieve learning objectives so that they can explain learning materials in a systematic order and help in presenting interesting material to improve the quality of learning. second, it can increase student motivation and interest in learning so that students can think and analyze the lesson material provided by the teacher well in a pleasant learning situation and students can understand the lesson material easily (Nurrita, 2018).

Audio-visual media is a combination or blend of audio and visual elements. It is certain that using this media will be more complete and optimal in supporting learning activities and presenting teaching materials to students (Fitria, 2014). The concept of audiovisual learning media means that this learning media is the application of a learning method that can use and contain sound elements, where the material is absorbed through the ears, as well as images that involve the sense of sight, namely the eyes (Limin & Kundiman, 2023). The advantage of audio-visual-based learning media is that it can help educators deliver learning materials with attractive designs and provide innovation in learning that can be played repeatedly to make students better understand the material presented by the teacher (Pranata, Wahjoedi, & Lesmana, 2021).

The purpose of using audio-visual media is to develop cognitive abilities by providing stimulation in the form of moving images and sounds, as well as conveying messages to influence attitudes and emotions. Based on the above objectives, the benefits of audio-visual media for the learning process are useful for: a. Attracting students' attention in delivering teaching materials b. Fostering motivation to learn c. Providing learning experiences by summarizing lessons from a video presentation (Fitria, 2014).

METHOD

Types of Research

There are various types of research, one of which is relevant to the teaching and learning process, namely classroom action research, often abbreviated as CAR. Through PTK, teachers can identify and apply more effective strategies or activities, continue to innovate, and improve to achieve the desired learning objectives (Gusmaningsih, Azizah, Suciani, & Fajrin, 2023). Classroom Action Research (PTK) is included in the descriptive qualitative approach. The selection of this type of research is based on the main objective of the study, which is to improve the learning process and enhance students' ability to perform basic passing and stopping techniques in soccer through the application of audiovisual media. PTK was chosen because it can provide practical solutions to real problems faced by teachers in the classroom, namely the low basic skills of students in soccer.

This approach is in line with the characteristics of research that focuses on continuous improvement in the quality of learning through a cycle of planning, implementation of actions, observation, and reflection. Through PTK, researchers can directly observe changes in behavior, motivation, and improvements in student skills from one cycle to the next, so that the research results are more relevant and applicable in the context of physical education learning. Thus, the selection of PTK as the type of research is considered appropriate because it not only aims to measure learning outcomes but also emphasizes a more creative, innovative learning process that is in line with the needs of students at SMPN 12 Pekanbaru in the 2024/2025 academic year.

Time and location

This study was conducted at SMP Negeri 12 Pekanbaru in the 2024/2025 academic year. This school was chosen based on actual conditions in the field, where most students still had difficulty mastering the basic techniques of passing and stopping in soccer, thus requiring improvement in learning through the use of audiovisual media. Temporally, this study took place in two cycles, namely cycle I on May 20, 2025, and cycle II on May 27, 2025. The timing of the study was adjusted to the Physical Education, Sports, and Health (PJOK) learning schedule in class VII.3 so as not to interfere with other teaching and learning activities. The implementation of the research during this period also took into account the conditions of the students, the availability of sports facilities at the school, and the support of the PJOK teacher who acted as a collaborator. The spatial context of the research conducted at SMPN 12 Pekanbaru illustrates that the results of this study are relevant to the learning situation and culture in junior high schools, especially in the educational environment in the city of Pekanbaru.

Objectives or targets

This study aims to improve soccer passing and stopping skills through the use of audiovisual media in PJOK learning. The research targets are 23 students (13 boys and 10 girls) in class VII.3 of SMPN 12 Pekanbaru for the 2024/2025 academic year, selected using purposive sampling. The inclusion criteria were students who actively participated in PJOK learning and were present during the research, while the exclusion criteria were students who were absent or unable to participate in activities due to certain conditions.

Research procedure

In the planning stage, the researcher developed learning tools that included a lesson plan (RPP), observation sheets, and assessment instruments. Next, in the implementation stage, the designed learning strategy was applied in the classroom according to the prepared scenario. In the observation stage, data on student engagement, student responses, and learning outcomes were collected through observation sheets and learning outcome tests.

After the data is collected, a reflection stage is carried out to evaluate the effectiveness of the actions that have been implemented. In the first cycle, the results obtained did not meet the success indicators, so improvements were made in the next cycle by adjusting the learning strategies to be more effective. The data obtained was analyzed descriptively to see the improvement in student learning outcomes from one cycle to the next.

Instruments

The research instruments used for data collection in this study were based on the syllabus and lesson plans (RPP). The syllabus was compiled based on the principle of competency-oriented achievement. Based on these principles, the physical education syllabus used contains competency standards, basic competencies, subject matter, indicators, assessments, time allocations, and source materials/tools. The lesson plan (RPP) is one of the tools used by teachers as a guideline in the teaching process. The lesson plan is prepared for three meetings. Each RPP used contains competency standards, basic competencies, indicators, learning objectives, teaching materials, activity steps, time allocation, tools and resources, and assessment. The test techniques for assessing soccer skills can be seen in the assessment rubric sourced from (Susilo 2017:549).

Data collection techniques

Data collection in this classroom action research was conducted through observation, skills tests, and documentation. Observation was used to observe student activities during the soccer learning process, particularly their involvement and application of passing and stopping techniques. Skill tests were conducted at the end of each cycle to assess students' abilities based on a predetermined assessment rubric. Meanwhile, documentation in the form of notes, photos, and recordings of activities was used as supporting data to reinforce the results of observations and tests.

Data analysis techniques

The data collected in this classroom action research was analyzed descriptively and quantitatively by comparing the results of observations and skill tests on passing and stopping between cycles. The analysis was carried out by calculating the percentage of student learning completeness based on predetermined criteria, then observing the improvement from cycle I to cycle II. In addition, the observation data was analyzed descriptively and qualitatively to describe the activities, motivation, and responses of students during the learning process. With this combination of quantitative and qualitative analysis, the interpretation of the research results can be accounted for and provides a more comprehensive picture of the effectiveness of using audiovisual media in improving students' passing and stopping skills.

RESULTS AND DISCUSSION

Findings

After implementing the actions in the first and second cycles, data was collected to determine the level of students' passing and stopping skills in soccer learning. This data was obtained through observation and analysis of basic skills performed on students in class VII 3 of SMPN 12 Pekanbaru. Based on the results of the evaluation of passing and stopping skills using the audiovisual method, the percentage of student learning completeness can be seen in the table below.

Table1. percentage of student learning completeness

Learning	Criteria	Number	%	Average	Classical category	completion
Cycle I	Complete	12	52,17%	73,91	Good	
	incomplete	11	47,82%			
Cycle II	Complete	19	82,60%	87,77	Very good	
	incomplete	4	17,39%			

Source: author/personal data

The percentage of student learning completeness after implementing audio-visual learning methods shows that in cycle 1, the completeness category reached 52.17% and then increased to 82.60% in cycle 2 in passing and stopping soccer skills.

The percentage of students who did not achieve mastery in learning using the audio-visual method was 47.82% in cycle 1, then decreased to 17.39% in cycle 2. It can be concluded that the classroom action research on passing and stopping skills in soccer through the audio-visual method in class VII.3 of SMPN 12 Pekanbaru, with a minimum passing grade of 75, showed an increase in cycles 1 and 2 of 30.43%.

Table 2. Descriptive data for cycle I

		Statistic	Std. Error
Cycle I	Mean	70.96	3.605
	95% Confidence Interval for Lower Bound	63.48	
	Mean Upper Bound	78.43	
	5% Trimmed Mean	71.80	
	Median	72.00	
	Variance	298.862	
	Std. Deviation	17.288	
	Minimum	34	
	Maximum	93	
	Range	59	
	Interquartile Range	19	
	Skewness	-.965	.481
	Kurtosis	.224	.935

Source: author/personal data**Table 3.** Descriptive data for cycle II

Cycle 2	Mean	84.26	1.921
	95% Confidence Interval for Lower Bound	80.28	
	Mean Upper Bound	88.24	
	5% Trimmed Mean	84.52	
	Median	87.00	
	Variance	84.838	
	Std. Deviation	9.211	
	Minimum	69	
	Maximum	95	
	Range	26	
	Interquartile Range	15	
	Skewness	-.512	.481
	Kurtosis	-1.278	.935

Source: author/personal data**Table 4.** Tests of Normality

Statistic	df	Sig.
Shapiro-Wilk		
.876	23	.008

a. Lilliefors Significance Correction

Source: author/personal data

Based on the results of data analysis in this study, it is known that student learning completeness has been achieved after one repetition of the learning material. The ability in passing and stopping techniques through the application of audio-visual teaching methods in class VII.3 of SMPN 12 Pekanbaru showed good results, with an average student ability score in cycle I of 73.91%. However, only 12 students or 52.17% achieved mastery, which did not meet the classical mastery standard of at least 75% of students obtaining a score above 75.

In cycle II, the average student skill increased to 87.77% and was categorized as very good. This shows an increase in students' ability to perform passing and stopping techniques compared to the previous cycle. In cycle II, there were 19 students or 82.60% who achieved mastery, thus exceeding the minimum classical mastery limit set in this study, which was 75%.

These findings indicate that the application of the audio-visual method can improve students' abilities in passing and stopping techniques. However, the overall absorption or mastery rate has not reached 100%, but only 87.77%. During the learning process in cycle II, student activity in practical activities increased compared to cycle I, both individually and in groups.

Thus, it can be concluded that the audio-visual method has proven to be effective in improving students' basic passing and stopping techniques. This method also has the potential to be applied in improving learning outcomes in other learning materials. This method is able to improve students' abilities because it allows them to learn directly through practicing passing and stopping techniques, so that students' understanding of these techniques becomes better and more contextual on the field.

CONCLUSION

Based on the results of classroom action research that has been carried out in two cycles on students of class VII.3 SMPN 12 Pekanbaru, it can be concluded that the application of audio-visual media in soccer learning has been proven to significantly improve students' basic passing and stopping skills and has a positive impact on their involvement and motivation in the learning process. The main objective of this study, which was to determine the extent to which the use of audio-visual media was effective in improving students' learning outcomes in basic soccer skills, particularly passing and stopping, was achieved through the implementation of planned, systematic, and continuous learning actions from the first cycle to the second cycle.

The results of data analysis show a significant increase in passing and stopping skills, where in cycle I the percentage of learning completeness of students in class VII.3 of SMPN 12 Pekanbaru only reached 52.78%, then experienced a fairly high increase in cycle II to reach 82.60%. This shows that audio-visual media not only serve as a tool for conveying information, but also as a means of facilitating students to learn in a more contextual manner. Students can directly observe the correct movements through visual displays, hear clear audio explanations, and then practice them in games on the field. Thus, the learning experience becomes more meaningful because students obtain a clear picture of the technical movements of passing and stopping, making it easier for them to understand, imitate, and internalize the skills being learned.

In addition, the use of audio-visual media can also minimize student boredom in physical education classes, which usually emphasize hands-on practice. With a variety of media, the learning atmosphere becomes more interesting and interactive, and can foster students' curiosity. The success of this learning is not only evident in the improvement of students' technical skills, but also in their increased enthusiasm, cooperation, and confidence when practicing. All of these aspects are important indicators in achieving physical education goals that are not only oriented towards motor skills, but also towards the social, emotional, and positive attitude development of students.

Thus, the research question of how to improve students' passing and stopping skills through the use of audio-visual media can be clearly answered, namely that this media is very effective as an alternative learning strategy. The findings of this study emphasize that innovation in learning, particularly the use of simple technologies such as audio-visual media, can make a real contribution to improving the quality of student learning outcomes, both cognitively, affectively, and psychomotorically.

Although the results of the study show success, there are still several limitations. The variety of media used is still limited to simple video presentations, and there is no integration with more modern interactive digital technology. Therefore, further research is highly recommended to explore the use of more varied and interactive audio-visual learning media, such as digital technology-based applications, game simulations, or even virtual reality, which allow students to experience a more immersive learning experience.

In addition, future research can also expand the scope to other basic soccer techniques, such as dribbling, heading, or goal keeping, so that the use of audio-visual media can truly have a holistic impact on students' soccer skills. Subsequent research could also consider implementing this media at different educational levels, both at the elementary and high school levels, to see differences in its effectiveness among various age groups.

Thus, the results of this study not only answer the objectives formulated at the outset but also open up opportunities for developing more innovative, creative, and appropriate physical education learning strategies in line with the demands of an era that increasingly emphasizes the use of technology in education. Ultimately, the use of audio-visual media in physical education learning can be one solution to improve the quality of the teaching and learning process, while preparing students to be better equipped to face developments in the world of sports and education in the digital age.

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CONFLICT OF INTEREST

The author declares that the research on the use of audio-visual media to improve passing and stopping skills in class VII. 3 students at SMPN 12 Pekanbaru is free from conflicts of interest, whether financial, personal, or professional, so that the results obtained are objective and purely for academic purposes.

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