



Enhancing Soccer Dribbling Learning Outcomes Through Peer Tutoring Among Grade VII Students at Bina Satria Mulia Private Junior High School

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Abstract.

Background

During a soccer game, many students have not yet mastered the basic technique of dribbling with the outside of the foot. Specifically, in the process of learning dribbling techniques in soccer, students' dribbling skills are still inadequate, especially when using the outside of the foot. Problems include insufficient flexion of the supporting leg, the ball remaining behind the foot, students concentrating solely on the ball without paying attention to the target, the ball often being too far from the foot, and the foot not being relaxed enough when dribbling.

Objectives

This study aims to determine the improvement in the process and learning outcomes of soccer dribbling through the peer tutoring learning method in Grade VII students of SMP Swasta Bina Satria Mulia in the 2024/2025 academic year. The subjects of this study were 34 seventh-grade students who were given treatment through the peer tutoring method in the soccer dribbling learning process

Methods

The research method used in this study was Classroom Action Research (CAR).

Results

The results of the study concluded that: (1) In Cycle I, 14 students (41.17%) achieved the level of learning mastery, while 20 students (58.83%) had not yet achieved mastery. The average score obtained was 66.17. (2) In Cycle II, 26 students (76.47%) achieved learning mastery, while 8 students (23.53%) had not yet achieved mastery. However, this result had not yet met the classical completeness criterion of 80%

Conclusion

The average score in Cycle II increased to 75.97. Based on the data analysis, it can be concluded that the implementation of the peer tutoring learning method can improve the learning outcomes of soccer dribbling among Grade VII students of SMP Swasta Bina Satria Mulia in the 2024/2025 academic year.

Keywords: Peer Tutoring, Learning Outcomes, Soccer Dribbling, Physical Education, Classroom Action Research.

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INTRODUCTION

Physical education is a learning process that involves physical activities aimed at achieving physical fitness, developing motor skills, knowledge, and behaviors related to a healthy and active lifestyle, sportsmanship, and emotional intelligence. The educational environment is carefully designed to support growth and development in all domains, including physical, cognitive, and psychomotor aspects, and it influences each student. Through physical education, students gain meaningful experiences that help them reflect on themselves, become more creative, imaginative, innovative, and efficient, and maintain physical fitness as well as an understanding of human movement. A successful learning process will encourage the achievement of desired learning outcomes.

Learning outcomes in physical education, whether high or low, are influenced by the learning process experienced by students. In teaching physical education, educators must have a strong understanding of both the material and how it is delivered. The method of delivery in the learning process is generally referred to as the teaching method. Teaching methods are an important element that must be considered by educators. Delivering lessons in a one-way manner can lead to confusion among students, as they become passive recipients of information, resulting in a monotonous and less engaging learning experience in physical education.

Within the school environment, football (soccer) is one of the sports included in the physical education curriculum. To improve students' ability in playing football, they must master several basic techniques. Mastery of these basic skills helps students perform better both individually and as part of a team. Therefore, mastering basic football techniques is essential for students in schools.

However, in reality, observations show that physical education teachers still lack variation in their teaching methods. One reason is the tendency to deliver material in a traditional or conventional manner. As a result, the learning process does not optimally facilitate students' understanding, and students are less involved in the learning process. Teachers often deliver material without actively engaging students. Other contributing factors include limited interaction between teachers and students, inadequate facilities and infrastructure, and a lack of constructive feedback during the learning process. The researcher also notes that limited football facilities and infrastructure are a significant constraint, such as uneven and waterlogged fields during rainy conditions.

Football is a popular activity among students, especially male students, and is often a routine part of physical education classes. However, many students tend to focus only on playing the game rather than mastering the fundamental skills required, such as dribbling. This was observed in research conducted at SMP Bina Satria Mulia, where many students had not yet mastered the basic technique of dribbling using the outside of the foot.

Specifically, in learning the dribbling technique, students' skills are still inadequate, especially when using the outside of the foot. Common difficulties include insufficient bending of the supporting leg, improper ball positioning (often behind the foot), excessive focus on the ball rather than the target, the ball being too far from the foot, and lack of relaxation in foot movement. These issues occur because students are not actively engaged in practicing the material, as teachers have not yet applied appropriate teaching methods. As a result, learning outcomes in dribbling using the outside of the foot are unsatisfactory.

Based on observations at SMP Swasta Bina Satria Mulia, many students still do not fully understand how to perform the basic dribbling technique properly, leading to poor performance. The low learning outcomes are reflected in students not meeting the minimum competency standard (KKM) of 70. Out of 34 students, only 3 students (8.83%) achieved the required standard, while 31 students (91.17%) did not meet the criteria.

One possible solution to address this problem is to improve the quality of learning through peer tutoring. The researcher found that one of the main weaknesses in the football learning process at SMP Bina Satria Mulia is the lack of feedback and correction provided by teachers. Improvements and corrections during instruction, especially in teaching dribbling techniques, are still very limited. Therefore, this issue requires immediate attention, particularly through the implementation of peer tutoring methods in the learning process.

METHOD

Research Design

The research method used in this study is classroom action research. This research method is a careful observation of learning activities in the form of actions that are intentionally created and occur together in a class.

Participant

This research was conducted by students of Bina Satria Mulia Middle School on the school's multi-purpose field. Observations were conducted in December 2024 and then continued in May 2025, with a soccer dribbling test.

Data Analysis

The data analysis consisted of several stages, including:

1. Data Reduction

The data reduction process was carried out by selecting, simplifying, and transforming the data presented in the field note transcripts. This data reduction activity aimed to identify student errors or deficiencies in the test and the actions to be taken to correct these errors.

2. Data Presentation

In this activity, data obtained from student learning outcomes was presented in tabular form using a predetermined formula. This is in accordance with the Maximum Completion Criteria (KKM) for the Physical Education, Sports, and Health subject at the high school level under the KTSP Curriculum.

RESULTS AND DISCUSSION

Results

This research was conducted at Bina Satria Mulia Private Junior High School on the school field during learning activities. The research consisted of two cycles, with an evaluation conducted at the end of each lesson in the form of a dribbling technique test. Prior to the research, the researchers conducted a pre-test to examine and formulate the problem based on the results of the initial test. The test consisted of basic dribbling techniques with the outside of the foot.

Based on the pre-test data for dribbling with the outside of the foot, it can be seen that student learning outcomes in the role of learning to dribbling with the outside of the foot are still low. Of the 34 students participating in this study, only 3 (8.83%) achieved mastery, while 31 (91.17%) students did not achieve mastery, with an average score of 53.66.

Table 1. Soccer Dribbling Learning Outcomes Data

NO	Test Results	Number of Students	Percentage	Description
1	Skor < 70	31	91,17%	Incomplete
2	Skor > 70	3	8,83%	Complete

The discussion of research data analysis results is intended to facilitate the researcher in drawing conclusions. Through the peer tutoring learning method, students are given the opportunity to become more interested in learning football dribbling. The learning process thus becomes centered on students—by the students, for the students. As a result, students become more active in learning, and this method can stimulate enthusiasm, motivation, interest, participation, and understanding of the concepts being learned, which ultimately improves learning outcomes in dribbling using the outside of the foot. With this teaching method, students' activeness in the physical education learning process both in asking questions and performing movements becomes clearly visible during the lesson.

The peer tutoring method is designed to improve students' skills, especially for those who act as tutors, by delivering material in a way that is easier for their peers to understand. Therefore, this method serves as an instructional approach that promotes active learning by giving students the opportunity to be independent and engage in further practice. It encourages students to explore and perform various activities physically, mentally, emotionally, and critically in solving their learning problems. Repetition of these activities can enhance students' learning outcomes in football dribbling skills.

Discussion

Based on the results of the study in the post-test of Cycle I after the implementation of dribbling learning through the peer tutoring method, the average score of students' learning outcomes was 66.17. The percentage of classical learning mastery was 41.17% (14 students), while 58.82% (20 students) had not yet achieved mastery. Therefore, classical learning mastery in this cycle was categorized as incomplete. As a result, an evaluation of the series of actions implemented in Cycle I was conducted.

Among the obstacles experienced by the research subjects was the limited opportunity for students to practice the movements. This occurred because students within each group had not optimally understood the material delivered by the tutors. The tutors were still somewhat hesitant in presenting the material, possibly because it was their first time conducting tutoring activities. Consequently, the learning outcomes of football dribbling were not yet optimal. Therefore, more effective planning was needed for Cycle II.

In Cycle II, improvements were made to optimize the physical education learning process in order to better meet students' needs in overcoming their learning difficulties using the peer tutoring method. This was done by enhancing the tutors' interaction with the students they guided, making them more approachable. Additionally, students were encouraged to be more active by being given opportunities to engage in various physical, mental, emotional, and critical activities as part of the learning process.

Although Cycle I presented challenges, some students showed improvement and achieved mastery. To address the difficulties in Cycle I, the researcher increased the number of tutors in Cycle II. The tutors were selected from students who had already achieved mastery in Cycle I. With the increase in the number of tutors, the 34 students could be divided into smaller groups, allowing more tutors in each group. This made it easier for tutors to assist their peers and observe areas that needed improvement.

Based on the results of the analysis in the post-test of Cycle II, after the implementation of the second action using the peer tutoring method, there was a significant improvement. The average score

increased to 75.97, with a classical mastery percentage of 76.47% (26 students). The improvement in learning outcomes was substantial, with 24 out of 34 students showing progress. Therefore, it can be concluded and proven that the application of the peer tutoring method can improve students' learning outcomes in football dribbling among seventh-grade students of SMP Swasta Bina Satria Mulia in the 2024/2025 academic year.

CONCLUSION

Based on the research results and discussion, it can be concluded that learning through the peer tutoring method can improve learning outcomes in basic soccer techniques for students in the 2024/2025 academic year at Bina Satria Mulia Private Junior High School.

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AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Elsa Reminisca Dwi Putri Mendrofa, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Andi Nur Abady performed data analysis, interpreted the findings, and contributed significantly to the drafting of the manuscript. All authors participated in the revision of the manuscript, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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