



Students YWKA Medan Private School Improving Elementary Students' Soccer Inside-Foot Passing Learning Outcomes Through the Self-Check Teaching Style

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Abstract.

Background Inside-foot passing is a fundamental skill in soccer that must be mastered by elementary school students. However, initial observations showed that students' learning

Objectives This study aimed to improve the learning outcomes of inside-foot passing in soccer through the self-check teaching style among fifth-grade students of YWKA Private Elementary School Medan in the 2024–2025 academic year.

Methods This study was conducted at YWKA Private Elementary School Medan in May 2025. The participants were 30 fifth-grade B (VB) students selected as the research sample. The data were collected using a soccer inside-foot passing learning outcome test with a portfolio-based assessment instrument. Data analysis was conducted by calculating the percentage of students who achieved learning mastery before and after the implementation of the self-check teaching style.

Results The initial data showed that 17 students (56.67%) achieved learning mastery, while 13 students (43.33%) did not achieve mastery. After the implementation of the self-check teaching style in the first cycle, the number of students who achieved mastery increased to 29 students (96.67%), while only 1 student (3.33%) did not achieve mastery. These results indicate a substantial improvement in students' learning outcomes.

Conclusion The self-check teaching style can improve the learning outcomes of inside-foot passing in soccer among fifth-grade students of YWKA Private Elementary School Medan in the 2024–2025 academic year.

Keywords: Self-Check Teaching Style; Soccer; Inside-Foot Passing; Learning Outcomes; Elementary School Students.

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INTRODUCTION

Background of the Study. Physical education is an essential component of elementary education that promotes students' physical, cognitive, social, and emotional development through structured movement experiences. Among the various sports taught in physical education, soccer is one of the most popular because it develops fundamental motor skills, teamwork, communication, and tactical awareness. One of the most important technical skills in soccer is the inside-foot pass, which serves as the foundation for maintaining ball possession, creating attacking opportunities, and supporting effective team play. Consequently, mastering inside-foot passing is considered a fundamental learning objective in elementary physical education. Recent educational research has emphasized that learning outcomes in physical education are influenced not only by students' physical abilities but also by the instructional approaches adopted by teachers.

Despite its importance, observations conducted at YWKA Private Elementary School Medan revealed that many fifth-grade students experienced difficulties performing accurate inside-foot passing. Common problems included incorrect foot placement, inadequate body posture, weak coordination, and limited confidence during practice. These shortcomings resulted in unsatisfactory learning outcomes, indicating that conventional teacher-centered instruction may not sufficiently facilitate students' skill acquisition. Therefore, more student-centered teaching strategies are required to actively engage learners in the learning process.

Literature Review. Student-centered learning has become one of the dominant paradigms in contemporary physical education because it encourages active participation, independent learning, and continuous self-reflection. Within the Spectrum of Teaching Styles developed by Mosston and Ashworth, the Self-Check Teaching Style enables students to evaluate their own performance using predetermined

performance criteria while the teacher functions primarily as a facilitator. This instructional approach encourages learners to become more responsible for their own progress and promotes self-regulated learning. Previous studies have consistently demonstrated that learner-centered instructional strategies positively influence motor skill development, learning motivation, self-confidence, and student engagement in physical education. Self-assessment activities allow students to recognize their strengths and weaknesses, correct movement errors independently, and improve technical performance through reflective practice. Consequently, the self-check teaching style is considered a promising pedagogical approach for improving fundamental soccer skills among elementary school students.

Gap Analysis. Although numerous studies have investigated instructional models in physical education, most have focused on cooperative learning, game-based learning, direct instruction, or problem-based learning. Comparatively few studies have examined the effectiveness of the Self-Check Teaching Style for improving soccer inside-foot passing skills among elementary school students, particularly within Indonesian educational settings. Furthermore, previous studies have generally emphasized students' motivation or general motor performance rather than specific technical learning outcomes in soccer. This lack of empirical evidence creates a research gap regarding the application of self-check learning strategies for teaching fundamental soccer techniques at the elementary level.

Rationale of the Study. Addressing this research gap is important because inside-foot passing constitutes the foundation of successful soccer performance and requires continuous technical feedback during the learning process. The Self-Check Teaching Style provides opportunities for students to assess their own performance based on clear assessment criteria, encouraging greater responsibility, independence, and active engagement throughout the learning process. By allowing students to identify and correct technical errors independently, this instructional approach is expected to improve both technical mastery and learning achievement. The findings of this study are expected to contribute to the growing body of evidence regarding student-centered pedagogy in physical education while providing practical recommendations for elementary school physical education teachers.

Purpose of the Study. This study aimed to investigate the effectiveness of the Self-Check Teaching Style in improving elementary school students' learning outcomes in soccer inside-foot passing. Specifically, the study examined whether implementing the Self-Check Teaching Style could significantly improve the inside-foot passing performance of fifth-grade students at YWKA Private Elementary School Medan during the 2024–2025 academic year.

METHOD

Research Design

This study employed a Classroom Action Research (CAR) design to improve students' learning outcomes in soccer inside-foot passing through the implementation of the Self-Check Teaching Style. The research followed the action research model proposed by Kemmis and McTaggart, consisting of four interconnected stages: planning, action, observation, and reflection. The study was conducted in one action cycle because the predetermined learning mastery criteria were achieved after the implementation of the intervention.

Participants

The participants were 30 fifth-grade B (VB) students enrolled at YWKA Private Elementary School Medan during the 2024–2025 academic year. The participants consisted of all students in the class and were selected using a total sampling technique because the entire class was involved in the classroom action research. The study was conducted in May 2025 during regular physical education lessons.

Research Procedure

The study began with a preliminary observation to identify students' initial performance in soccer inside-foot passing. The results indicated that many students had not yet achieved the minimum learning mastery criterion. Based on these findings, a lesson plan incorporating the Self-Check Teaching Style was developed.

During the implementation stage, the teacher introduced the correct technique for inside-foot passing and provided students with self-assessment criteria. Students practiced the passing technique individually

and evaluated their own performance using the provided assessment checklist. Throughout the learning process, the teacher acted as a facilitator by providing demonstrations, monitoring students' activities, and offering corrective feedback when necessary. At the end of the learning cycle, students completed a performance assessment to determine improvements in their learning outcomes.

Research Instrument

The primary research instrument was a portfolio-based performance assessment designed to evaluate students' mastery of soccer inside-foot passing skills. The assessment focused on several technical indicators, including body position, foot placement, ball contact, movement accuracy, balance, and follow-through. Student performance was evaluated using predetermined scoring criteria developed according to the physical education curriculum.

Data Analysis

The collected data were analyzed using descriptive quantitative techniques. Students' learning outcomes were calculated by determining the percentage of students who achieved the minimum mastery criterion before and after implementing the Self-Check Teaching Style. The analysis compared students' initial learning outcomes with those obtained after the intervention to determine the effectiveness of the instructional approach. Learning improvement was interpreted based on the increase in the percentage of students achieving mastery learning.

RESULTS AND DISCUSSION

Results

The results of the classroom action research showed an improvement in students' learning outcomes in soccer inside-foot passing after the implementation of the Self-Check Teaching Style. The initial assessment indicated that 17 students, or 56.67% of the total participants, achieved the minimum mastery criterion, while 13 students, or 43.33%, had not yet achieved mastery. After the implementation of the Self-Check Teaching Style in Cycle I, the number of students who achieved mastery increased to 29 students, or 96.67%, while only 1 student, or 3.33%, did not achieve mastery.

Table 1. Comparison of Students' Learning Outcomes in Soccer Inside-Foot Passing

No.	Category	Mastery Score	Initial Data F	Initial Data %	Cycle I F	Cycle I %
1	Passed	> 70	17	56.67%	29	96.67%
2	Not passed	< 70	13	43.33%	1	3.33%
3	Total	—	30	100%	30	100%

Based on Table 5, there was a clear improvement in students' mastery of soccer inside-foot passing. The percentage of students who passed increased from 56.67% in the initial assessment to 96.67% in Cycle I, representing an improvement of 40.00 percentage points. Meanwhile, the percentage of students who did not pass decreased from 43.33% to 3.33%. This finding indicates that the Self-Check Teaching Style had a positive effect on students' learning outcomes.

The comparison between the initial data and Cycle I is presented visually in Figure 5.

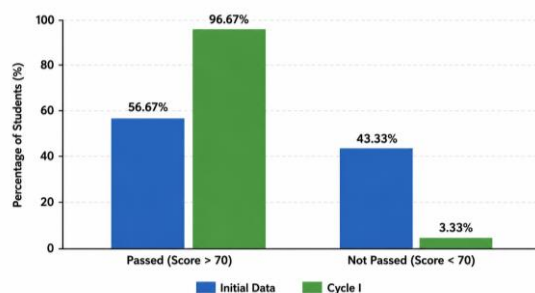


Figure 1. Histogram Comparing Students' Learning Outcomes Before and After the Implementation of the Self-Check Teaching Style

Based on the improvement achieved in Cycle I, the researchers and collaborators decided not to continue the study to the next cycle. This decision was made because the success criterion had been reached, as 96.67% of students achieved the minimum mastery criterion. Therefore, the implementation of the Self-Check Teaching

Style was considered successful in improving the learning outcomes of soccer inside-foot passing among fifth-grade students at YWKA Private Elementary School Medan in the 2024–2025 academic year.

CONCLUSION

This study demonstrated that the implementation of the Self-Check Teaching Style effectively improved elementary school students' learning outcomes in soccer inside-foot passing. The findings showed a substantial increase in the percentage of students achieving the minimum mastery criterion, from 56.67% before the intervention to 96.67% after the implementation of the instructional strategy. These results confirm the study's objective that a student-centered teaching approach, which emphasizes self-assessment and reflective learning, can significantly enhance the acquisition of fundamental soccer skills among elementary school students.

The findings also support the rationale presented in the introduction, indicating that providing students with opportunities to evaluate their own performance encourages greater learning responsibility, active participation, and technical improvement. Therefore, the Self-Check Teaching Style can be considered an effective pedagogical strategy for physical education teachers seeking to improve students' mastery of basic soccer techniques.

Future research is recommended to examine the effectiveness of the Self-Check Teaching Style using larger and more diverse samples, different educational levels, and experimental or quasi-experimental research designs. In addition, future studies may compare the Self-Check Teaching Style with other student-centered instructional models or investigate its long-term effects on students' technical skills, learning motivation, and self-regulated learning in physical education.

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AUTHOR CONTRIBUTION STATEMENT

RMS contributed to the study conception, research design, data collection, intervention implementation, data analysis, and manuscript drafting. AA contributed to research supervision, instrument validation, data interpretation, manuscript review, and final manuscript approval. Both authors read and approved the final version of the manuscript.

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