

The Validity Instrument to Measure Cooperation and Play Ability in Soccer Learning

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Abstract: This study aims to examine the instrument validity of cooperation assessment and the soccer skills for junior high school students. This seeks to address the ability of cooperation and playing skills. The method used in this study was expert evaluation methods. The research instrument was validated by three experts on the assessment of cooperation and soccer skills. The data were collected using content validity with Delphi technique expert judgment. Data were analyzed using the Benchmark Reference Assessment formula. The result of this study indicates that the content validity of the cooperative assessment instrument scored 3.33 (very good) and aspects of playing skills scored 3.58 (very good). The result suggests that the instrument of cooperation and play ability in learning soccer is appropriate to be used for examining the soccer skills for junior high school students.

1 INTRODUCTION

Soccer is one of the sports that have long been applied in education. In the process of learning soccer games, it is necessary to find out the tool to measure the success of the learning process. Every assessment in soccer learning requires an instrument to measure the success of soccer learning (Rosch: 2000, Turner 2011, Jaana: 2009, Sieghartsleitner: 2018).

In playing soccer, the players need to cooperate with one another. Rukiyati (2008) explained that "cooperation is important to be owned by every student at the education level because it is able to train students to understand, feel, and carry out collaborative activities to achieve a common goal". Cooperation is a description of friendliness/communicativeness, which is an action that shows a sense of pleasure in talking, associating, and working with others (Center for Curriculum and Opening, 2010). Cooperation is highly important for the students in the junior high school level because it can make students confident and interact in new environment. The ability of students to achieve their development goals is influenced by internalizing and habituating the character of cooperation. Cooperation can be

internalized, trained, and developed in various ways. One of them is through learning activities by working together with two or more students who can interact with each other, share energy and ideas in a certain time in achieving learning goals as a common interest. Cooperation in learning is a part of character education which is carried out to achieve one of the purposes of learning, that is the students' social development.

Collaboration can be instilled, drilled, and developed in various ways. One of them can be achieved by two or more students who can interact with each other. Cooperation in learning is part of the . This is in line with the opinion of Chi-Ming Lee in (Martha, 2017) who states that the value of cooperation must be emphasized at the level of education as the basis for becoming a democratic and pluralistic society. Cooperation aims to elucidate the nature of these nonobservable links, both for the sake of conceptual inquiry and for the ubiquity of cooperation in our lives (Cédric Paternotte, 2012). As good citizens must have general knowledge, good cooperation and skills are needed to participate in the life of the nation and state.

Anita Lie (2005) states that collaboration is a very crucial thing in human survival. Without cooperation, there will be no family, organization or school. In particular there will be no learning

process in schools. Anita Lie's opinion further states that without the formation of character among the students, the learning process at school will not run well and the ultimate goal of education will not be achieved. This means that a collaboration requires students who have good understanding to explain to their friends who do not quite understand.

In addition to the aspect of cooperation, play ability also affects the learning process of students. According to Nadler (1986) skills are activities that require practice or can be interpreted as the implications of activity. Whereas Munn (1964) explained that skill is the ability of someone in carrying out and completing tasks. Therefore, skill is the level of a person's ability to complete a task.

Subagyo (2010) explained that the skill in playing soccer is the ability to perform basic movements or basic techniques of football efficiently and effectively. Soccer game is said to be good if every student controls various basic techniques of playing football. The more basic techniques are mastered by students, the faster the cooperation will be formed in a team.

2 THEORETICAL REVIEW

The indicator of mastering soccer play ability is the ability of students to master various basic techniques of soccer. In the next learning process, one of the learning models that can be used to assess soccer skills is the performance assessment instrument (GPAI) test. According to Griffin et al. (2005), the teacher can use the GPAI test on different types of games for all classification systems (e.g. invasion games and net/wall). Husdarta (2010) states that cooperation is joint action between two or more parties to achieve the same goal. Weinberg and Gould (2011) also explained that cooperation is a social process, where all performance is evaluated and valued, along with the collective achievement of groups of people who work together to achieve certain goals.

To improve students' skills, social skills need to be expanded. This is because the social skills such as cooperation will be realized in students by habituation. Social skills must be developed by students to improve the ability of cooperation, expressed by Johnson & Johnson in (Miftahul Huda, 2011). According to Johnson & Johnson, students need to acquire several skills to be able to coordinate every effort to achieve group goals. They should be able to mutually understand and trust one another, communicate clearly and unambiguously, mutually

accept and support one another, and reconcile any conflict that can lead to a bigger conflict.

Charney in Ahmad Syarif (2014) explained that "nothing influences behavior more than your behavior at the top. You are the role model and your action, not the slogans on the wall, will influence how August behave." A collaborative environment that encourages working together for a common purpose, within and among teams, is important for the organization's success.

Yanuar (2016) explains that skills are activities that require practice or can be interpreted as the implications of activities. Whereas, Munn (1964) explained that skill refers to someone's ability in carrying out and completing tasks. Subagyo (2010) explains that football skills are the ability to perform basic techniques of football efficiently and effectively without the ball and with the ball. Soccer game is said to be fun if each student masters various basic techniques of the game. The more basic techniques the students learn, the faster collaboration will develop in a team.

A mastery indicator of soccer play ability is the ability of students to master various basic soccer techniques. In the next learning process, one of the learning models that can be used to assess soccer skills is the game performance assessment instrument (GPAI) test. Furthermore, Griffin et al. (2005) further explained that the GPAI test is a convenient assessment instrument to assess skill execution as well as student support and decision-making strategies. They were the elements that tend to be missed in traditional psychomotor assessment.

There are several relevant studies related to collaboration and play ability that can support this study. The previous studies explained that soccer skills are the ability of students to master basic soccer techniques effectively and efficiently to produce good cooperation. One of the ways to assess soccer skills was using GPAI (Nurlathifah & Firmansyah, 2017). They explained that tactical approaches can improve the ability to play hockey and the students' collaboration. Syarif and Winarni (2015) suggest that the learning model of Teaching Games for Understanding (TGfU) and theme skills as well as modification of facilities and infrastructure can enhance the cooperation and ability to play strategies on volleyball games. In addition, Webb, Pearson, and Forrest's (2009) study about TGfU concepts to inclusion in sports education in physical education program (SEPEP) revealed that both TgFU and SEPEP approaches can be applied to improve the understanding of students in game learning through questions.

3 RESEARCH METHODS

Research instruments are needed as a tool to collect data. According to Sugiyono (2017), research instruments are used to measure the value of the variables to be studied. In line with this, Arikunto (2010) states that research instruments are tools or means used by researchers to collect data so that their works are managed and the results are more accurate, complete, and systematic.

This study was evaluation research. The cooperative assessment document is tested in terms of content validity. The data were collected using the benchmark reference assessment (Sukardjo, 2006), which is presented as follows.

Table 1: Benchmark reference assessment

Value	Score	
A	$\bar{x}_i + 1,50 SB_i$	$< X$
B	$\bar{x}_i + 0,50 SB_i$	$< X \leq \bar{x}_i + 1,50 SB_i$
C	$\bar{x}_i - 1,50 SB_i < X$	$< X \leq \bar{x}_i - 0,50 SB_i$
D		$X \leq \bar{x}_i - 1,50 SB_i$

The instrument to measure the level of students' cooperation was in forms of observation sheets. Indicators were based on Charney (2005), which are presented in Table 2:

Table 2: Cooperative instrument

Aspect	Indicator	Statement
Cooperative (team work)	Promoting cohesiveness	Planning a winning strategy in gaining victory
	Minimize the boredom impact on the team	Maintaining communication between players
	Establishing loyalty	Growing a sense of togetherness
	Providing solutions for team problems	The emergence of good interaction between players
	Giving awards to team members	Giving appreciation to fellow players
	Providing clear goals	Developing good coordination in playing soccer
	Providing feedback to the team	Developing a sympathy for other players
	Taking care for team members	Giving motivation to the fellow players
	Performing hard work	Never giving up and trying to overcome problems

This study employed GPAI test adapted from Metzler (2000), which were presented as follows.

Table 3: Play Ability Instrument

Aspect	Criteria
Decision making	Using the right type of passing
	Using the technique of controlling the ball that is right according to the position of the ball.
	Dribbling at the right time
	Shooting at the right time
Skill execution	Operate to teammates
	Maintaining ball possession
support	Control the pass and do dribbling.
	The ball is right in his view and is directed towards the purpose/target.
	See a teammate in an empty space to receive a ball.
	Able to open space to accept a passing
	Able to open space and be in the right position
	Providing support by being in the right position.

4 RESULTS AND DISCUSSION

Based on the assessment of the instrument of cooperation validation and playing skills, the instrument score was 3.33 so that it has very good criteria and the play ability instrument scored 3.58 so that it also had very good criteria.

An assessment instrument is said to be in a good category if it has high validity (Kimberlin & Winterstein, 2008; Rihtiana & Tomoliyus, 2014; Tomoliyus, et al., 2016). Validity explains how well data collection covers the actual area of research (Ghauri & Gronhaug, 2005; Hamed Taherdoost, 2016). Validity is the degree of accuracy between the data that occurs in the object of research with data that can be reported by researchers (Sugiyono, 2017). Validity generally means measuring what will be measured.

Based on the score conversion formula in table 1, the following data conversion guidelines were obtained.

Table 4: Guidelines for converting quantitative data to qualitative data

Values	Calculation Interval	Criteria
A	$X > 3,25$	Very Good / Extremely Appropriate
B	$2,75 < X \leq 3,25$	Good / Appropriate
D	$1,75 < X \leq 2,75$	Poor / Inadequate
E	$X \leq 1,75$	Very Poor / Very Inadequate

Based on the expert judgment, the results of this assessment can be seen in Table 5.

Table 5: The results of the assessment instrument of cooperation

Indicator	Statement	Value Scale			
		1	2	3	4
Being actively involved in the game (cooperation)	Planning a winning strategy in gaining victory			√	
	Maintaining communication between players			√	
	Growing a sense of togetherness			√	
	Developing good interaction between players				√
Appreciating the contribution of each team member in the game (cooperation)	Giving appreciation to fellow players				√
	Performing good coordination in playing soccer			√	
Willing to help teammates in the game (cooperation)	Developing a sympathy for other players			√	
	Giving motivation to the fellow players				√
	Never giving up and trying to overcome problems (responsible for their position)			√	

Based on the table above, it can be seen that the aspect of cooperation in the average score lies in the range of 2.75-3.25, so that it fits into the criteria very well. The results of the assessment of the instrument

experts indicate that the developed instruments are of a very good/ extremely appropriate category.

Table 6: The result of play ability assessment instruments

Indicator	Statement	Value Scale			
		1	2	3	4
Decision making (play ability)	Making a decision of the most strategic players is related to the opportunity to score through passing, dribbling, and shooting.				√
Implementation of skills (play ability)	Passing the ball to teammates				√
	Controlling: Keeping the ball				√
	Dribbling: being able to create a space			√	
Support (play ability)	Shooting: hitting the target.			√	
	Putting himself in the position of a game that is beneficial when attacking and defending			√	
Cover (play ability)	Protecting defense areas to prevent opponents from scoring.				√

Based on the table above, it can be seen that the aspect of average play ability scores lies in the range of 2.75-3.25, so that it is considered having good criteria. The results of the instrument experts indicate that the developed instruments belong to either category. Therefore, the instrument is appropriate to be used.

5 CONCLUSION

Based on the result of this study, the validator instrument of cooperation play ability obtained a score of 3.33 (very good) and play ability scored 3.58 (very good). Therefore, validation instrument for cooperation and play ability in learning soccer is appropriate to be used to examine the students' soccer- skills in junior high schools.

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