

Enhancing Elementary Students' Mastery of Basic Football Techniques Through Simulation and Role Play Methods

Ahmad Atiq¹, Fajar Vidya Hartono², Muhammad Ali³, Witri Suwanto⁴, Didik Purwanto⁵

¹ Universitas Tanjungpura, Pontianak, Indonesia; ahmad.atiq@fkip.untan.ac.id

² Universitas Negeri Jakarta, Jakarta, Indonesia; fajarvidyanto@unj.ac.id

³ Universitas Negeri Jambi, Jambi, Indonesia; muhammadali@unja.ac.id

⁴ Universitas Tanjungpura, Pontianak, Indonesia; witri.suwanto@fkip.untan.ac.id

⁵ Universitas Tadulako, Palu, Indonesia; didik@untad.ac.id

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ABSTRACT

This study investigates the effectiveness of simulation and role-play methods in enhancing basic football techniques among elementary school students. A classroom action research approach was employed, involving 28 students from SD Mujahidin Pontianak. The study was conducted over two cycles, with pre- and post-intervention assessments of students' basic football techniques. The interventions utilized simulation and role-play methods, where students engaged in interactive activities to mimic or enact scenarios that develop football skills. Before the intervention, 6 students were categorized as 'less,' 22 as 'sufficient,' with an average score of 63.57, indicating a 'sufficient' proficiency level. Post-intervention, 1 student remained in the 'sufficient' category, while 27 were categorized as 'good,' achieving an improved average score of 79.71. This reflects an 11.26% increase in basic football techniques from cycle 1 to cycle 2. The findings demonstrate that simulation and role-play methods significantly enhance students' engagement and skill acquisition in football techniques. These interactive approaches promote active learning and practical skill application, leading to marked improvements in performance. Simulation and role-play methods effectively improve basic football techniques among elementary students. Teachers are encouraged to adopt these methods to foster skill development and active participation in physical education.

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Corresponding Author:

Ahmad Atiq

Universitas Tanjungpura, Pontianak, Indonesia; ahmad.atiq@fkip.untan.ac.id

1. INTRODUCTION

Physical education is essential for the holistic development of elementary school students, contributing significantly to their physical, social, and cognitive growth (Bailey et al., 2009). Football, in particular, is a widely embraced sport at this educational level, known for enhancing teamwork, coordination, and fundamental motor skills (Gallahue & Ozmun, 2006). However, effectively teaching basic football techniques often necessitates innovative instructional strategies beyond traditional

methods. Simulation and role-play have emerged as interactive, student-centered approaches that immerse learners in realistic scenarios, thereby improving their comprehension and execution of football skills (Jia et al., 2024). These methods not only facilitate skill acquisition but also make the learning process more engaging and relevant for young students, strengthening their connection to the sport (Boston College Center for Teaching Excellence, 2023). This study examines the impact of simulation and role-play on enhancing elementary students' proficiency in basic football techniques, aiming to provide evidence-based insights for advancing physical education practices.

Studies in elementary schools indicate that student participation and engagement in the learning process remain low, particularly in mastering basic football techniques (Aditya & Nugroho, 2024). Many students struggle with fundamental skills due to a lack of understanding and insufficient practice opportunities. Compounding this issue, physical education teachers often rely on monotonous teaching approaches, which limit the effectiveness of the learning process (Gusryanda et al., 2023; Yulianti & Sulistiyawati, 2020). This is further exacerbated by the limited implementation of diverse and innovative teaching methods, models, and styles that cater to the varying needs of students (Mardani, 2023).

To address these challenges, educators must adopt more dynamic and interactive strategies, such as integrating simulation and role-play methods, which have been shown to increase student engagement and skill acquisition. Additionally, professional development for teachers could enhance their ability to implement effective, student-centered teaching techniques. The adoption of modern pedagogical approaches and technologies can also make the learning experience more enjoyable and relatable, thereby fostering greater interest and participation among students. Ensuring an inclusive and active learning environment is crucial to overcoming these barriers and improving the teaching of basic football techniques in elementary schools.

The choice of learning methods plays a critical role in determining student outcomes. When ineffective teaching methods are employed, students can face a range of adverse effects (Pike et al., 2021). One significant consequence is a decline in motivation, as monotonous or poorly executed lessons often leave students feeling disengaged or bored (Saputra et al., 2024). This disengagement can lead to lower academic performance, with students struggling to acquire essential skills such as problem-solving, critical thinking, and practical application of knowledge (Kurniawan, 2020). Moreover, an ineffective learning process may increase stress and confusion, further hindering comprehension and overall learning (Purnomo et al., 2024).

Beyond academic struggles, inadequate teaching methods can negatively impact students' personal growth. Limited opportunities for collaboration and interaction may hinder the development of social skills, self-confidence, and character (Birhan et al., 2021; Qohhar & Pazriansyah, 2019). Such barriers exacerbate achievement gaps, as teaching strategies that fail to address diverse learning styles leave some students behind (Kartiani, 2015). These challenges are particularly evident in physical education, where ineffective methods can undermine students' ability to learn and practice the basic techniques of football. By addressing these shortcomings through more engaging, inclusive, and student-centered approaches, educators can enhance both the learning process and student outcomes in foundational skills like football techniques.

Utilizing simulation techniques in football training leads to substantial improvements in fundamental technical skills which include dribbling, passing, and shooting. Previous studies have focused on enhancing basic football techniques through the use of cooperative and command-based teaching methods (Gazali, 2016). The Teaching Games for Understanding (TGfU) cooperative learning model has been shown to enhance learning outcomes in basic football techniques (Qohhar & Pazriansyah, 2019). The Student Team Achievement Division (STAD) cooperative learning method has been shown to enhance learning outcomes in basic football techniques (Nur et al., 2024). The simulation method has been found to enhance learning outcomes in soccer dribbling (Wisnungkoro & Sudarso,

2014). The role-play method increases the results of learning soccer passing techniques (Suwignyo & Utomo, 2021). Previous research has identified several effective methods for improving basic football techniques.

Therefore, implementing an appropriate instructional method, such as simulation and role-play, is essential for enhancing football training. The use of simulation and role-play methods in football training aims to provide a practice environment that mirrors real game situations. Simulation-based training allows students to experience match-like conditions, making it easier for them to apply techniques in a practical, relevant context (Salmi, 2018). Simulation-based methods positively impact students' technical skills in football (Wisnungkoro & Sudarso, 2014). Role-play, on the other hand, has been introduced to boost motivation and engagement in football training (Fahmi & Ari Widiyatmoko, 2021). This method enhances students' participation by allowing them to act out various roles within game scenarios, making the training sessions more engaging and motivating them to be actively involved (Dewi Anggraeni, 2018; Suwignyo & Utomo, 2021). The effectiveness of role-play and simulation methods has shown that role-playing enhances students' understanding of game strategies and improves their decision-making during matches. Simultaneously, other research has found that simulation methods lead to improved feedback quality, supporting both technical and tactical skill development.

However, based on previous research and the explanation above, there is no research that combines simulation methods and role games in football training, and their application in Classroom Action Research (CAR) remains limited. The novelty of this CAR research lies in its innovative use of simulation and role-play methods for teaching basic football techniques at the elementary school level. Unlike conventional methods, which are often instructive and less interactive, this approach merges hands-on experience through simulation with social interaction via role-play. This research is critical because these methods foster active, enjoyable participation, which promotes motor skill development, better comprehension of game strategies, and social skills, offering a more effective alternative to traditional physical education. So, this study aims to determine the use of simulation and role play methods to improve basic football techniques.

2. METHODS

This Classroom Action Research (CAR) focuses on improving elementary students' learning outcomes in basic football techniques at SD Mujahidin Pontianak by using simulation and role-play methods. CAR is a systematic and participatory approach aimed at enhancing educational practices within the classroom (Arikunto, 2020). The study involved 28 fifth-grade students from SD Mujahidin Pontianak, selected through purposive sampling to ensure they had comparable initial skills in basic football techniques. Purposive sampling was employed to select participants that align with the research objectives (Sugiyono, 2021). The sample for this study was selected based on the criteria of 4th-grade elementary school students, aged 10 years, who participated in lessons involving large ball activities, specifically football.

The research design follows a two-cycle CAR model. The first cycle typically involves the initial execution of a teaching strategy or intervention. Following Cycle 1, insights from observations and evaluations inform modifications for Cycle 2. In cycle 1, students still had difficulty implementing the instructions given. Then, an evaluation was carried out to provide an understanding of the treatment process for students, after which cycle two was continued.

Simulation method involves creating game-like scenarios where students practice football techniques such as dribbling, passing, and shooting in a controlled environment. Students simulate a match where they dribble past defenders and pass the ball to teammates, helping them apply techniques in realistic situations and improve decision-making skills under pressure. Role Play

Method, students take on different game roles, such as defenders or forwards, to understand their responsibilities in various soccer situations. It helps players develop tactical awareness, practice positioning, and improve communication and coordination with teammates (Rumi Iqbal Doewes, 2020).

A skills test was used to measure students' abilities in basic football techniques after cycle 1 and cycle 2. This assessment is crucial for evaluating improvements (Arikunto, 2020). The instrument used in this study was a basic soccer skills test that assessed key techniques, including passing, dribbling, and shooting. The observation sheet recorded student activities and involvement during the learning process, providing qualitative data on classroom dynamics. A questionnaire was distributed to gather student feedback on their experiences with the simulation and role-play methods, capturing their perspectives.

Data collection involved cycle 1 and 2 to evaluate changes in learning outcomes the intervention. Classroom observations tracked student engagement and participation, offering insights into the class environment. The questionnaire provided additional information on students' satisfaction and their experiences with the methods used. Specific criteria used in the observation sheet to assess student engagement and skill development include frequency of participation and quality of skill execution. Data analysis using excel on basic football technique test results and observations using percentages.

3. FINDINGS AND DISCUSSION

This study aims to determine the use of Simulation and Role Play methods to improve basic football techniques. The results of this study will be discussed as follows:

3.1 Basic Football Technique Test Results

The following are the results of basic football techniques through simulation and role-play methods with a sample of 28 students from SD Mujahidin Pontianak.

Table 1. Results of Basic Football Technical Skills Cycle 1 and 2

No	Student Name	Cycle 1 Score	Cycle 1 Category	Cycle 2 Score	Cycle 2 Category
1	Student 1	60	Adequate	78	Good
2	Student 2	65	Adequate	82	Good
3	Student 3	55	Not enough	75	Adequate
4	Student 4	70	Adequate	85	Good
5	Student 5	68	Adequate	80	Good
6	Student 6	62	Adequate	76	Good
7	Student 7	65	Adequate	80	Good
8	Student 8	62	Adequate	79	Good
9	Student 9	54	Not enough	76	Good
10	Student 10	52	Not enough	77	Good
11	Student 11	60	Not enough	79	Good
12	Student 12	67	Adequate	80	Good
13	Student 13	68	Adequate	82	Good
14	Student 14	65	Adequate	80	Good
15	Student 15	65	Adequate	77	Good
16	Student 16	69	Adequate	83	Good

17	Student 17	65	Adequate	78	Good
18	Student 18	59	Not enough	77	Good
19	Student 19	64	Adequate	82	Good
20	Student 20	58	Not enough	76	Good
21	Student 21	60	Adequate	82	Good
22	Student 22	65	Adequate	80	Good
23	Student 23	61	Adequate	80	Good
24	Student 24	74	Adequate	86	Good
25	Student 25	66	Adequate	79	Good
26	Student 26	66	Adequate	79	Good
27	Student 27	62	Adequate	79	Good
28	Student 28	73	Adequate	85	Good
	Average	63.57	Adequate	79.71	Good

Category Description : Less: Score < 60; Adequate: Score 60-74; Good: Score ≥ 75

Table 1 highlights the significant improvement in students' mastery of basic football techniques following the intervention. Prior to the intervention, 6 students were categorized as "poor," and 22 were categorized as "adequate," resulting in an overall average score of 63.57, which falls within the "adequate" category. After implementing the intervention, the distribution shifted dramatically, with only 1 student remaining in the "adequate" category and 27 students advancing to the "good" category. The post-intervention average score increased to 79.71, reflecting a "good" category.

The data reveal a notable difference of 16.14 points between the averages of cycle 1 and cycle 2. When expressed as a percentage, this corresponds to an 11.26% improvement in students' basic football techniques. These findings demonstrate the effectiveness of the intervention in enhancing students' performance. The observed increase underscores the potential of interactive and student-centered teaching methods, such as simulation and role-play, to significantly boost engagement and skill acquisition. This improvement not only validates the efficacy of the intervention but also provides a foundation for further applications of these methods in physical education settings to address skill gaps and foster greater student achievement.

3.2 Observation Results

The table below present the results of observations of student involvement in learning using simulation and role-play methods to improve basic football techniques.

Table 2. Results of Observations of Student Involvement in Learning

Cycle	Observed Aspects	Criteria	Number of Students Involved (%)
1	Active Involvement	Active	60%
		Quite Active	30%
		Less Active	10%
2	Active Involvement	Active	85%
		Quite Active	15%
		Less Active	0%

The table above highlights a significant improvement in student engagement between Cycle 1 and Cycle 2. During Cycle 1, only 60% of students were actively involved in the learning activities, while 30% demonstrated moderate engagement, and 10% were categorized as insufficiently active.

These figures indicate that the initial teaching methods were less effective in fostering full participation among all students.

Following the implementation of targeted corrective actions, the results in Cycle 2 showed a remarkable enhancement in engagement levels. In this cycle, 85% of students were actively engaged in the learning process, while 15% demonstrated moderate engagement, and no students fell into the "insufficiently active" category. This shift underscores the effectiveness of the revised teaching methods in creating a more inclusive and stimulating learning environment.

The improvements can be attributed to the introduction of more interactive and student-centered instructional approaches, such as simulation and role-play, which were designed to actively involve students in the learning process. These methods likely made the activities more relatable, enjoyable, and aligned with students' interests and learning needs, thereby increasing their overall participation. This outcome reinforces the importance of adapting teaching strategies to foster engagement, as active participation is closely linked to improved learning outcomes and skill development. The findings suggest that such methods could be effectively applied to other areas of physical education to enhance both engagement and performance.

Table 3. Results of Student Satisfaction Questionnaire on Simulation and Role-Play Methods

Question	Number of Students Who Answered "Agree" (%)
Learning with fun simulations and role-play	90%
This method helps me understand football techniques	85%
I feel more confident in performing basic football techniques after applying this method.	80%
I feel more involved in learning	85%

The feedback collected from students via the questionnaire after the second research cycle was overwhelmingly positive regarding the methods used. The responses indicated that 90% of the students found learning through simulation and role-play to be enjoyable. Additionally, 85% reported that these methods helped them better understand football techniques, 80% felt more confident in performing basic football techniques after the methods were applied, and 85% felt more engaged in the learning process. Suggestions for improvement included adding more variations to the simulation scenarios and role-plays to make them more engaging and challenging.

Discussion

The findings of this study clearly demonstrate that simulation and role-play methods significantly enhance elementary school students' mastery of basic football techniques. These results align with previous research, such as Wisnungkoro and Sudarso (2014), who found that simulation methods effectively improved learning outcomes in football dribbling, and Suwignyo and Utomo (2021), who reported enhanced performance in soccer passing techniques through role-play methods. These interactive approaches are increasingly recognized as effective tools in football training, particularly for young learners, due to their ability to engage students and foster practical skill application.

Simulation and role-play methods are designed to replicate real-game scenarios, enabling students to develop a deeper understanding of football techniques while building their technical skills in an authentic context. This hands-on, experiential learning approach not only improves skill acquisition but also keeps students motivated and actively engaged in the learning process. As Ujang (2021) emphasized, effective learning occurs when the subject matter is well-received, understood, and elicits positive feedback from students—outcomes that are facilitated by using appropriate teaching methods.

The results of this study underscore the value of integrating simulation and role-play into football training at the elementary level, providing compelling evidence that these methods are essential for fostering technical proficiency and understanding. By replicating real-game conditions, these approaches create an interactive and impactful learning environment that helps young learners connect theoretical knowledge to practical application, ultimately improving their overall performance and enthusiasm for the sport.

Simulation methods effectively enhance fundamental skills such as dribbling, passing, and shooting (Kismono et al., 2021). This research reveals that students who engage in simulation practice show greater improvement in skills compared to those using traditional training methods. Simulation allows students to practice techniques in realistic contexts, which accelerates their learning (Wisnungkoro & Sudarso, 2014). Role-play methods also involve students in specific roles during exercises, increasing their engagement and motivation. Role-play can boost students' motivation and involvement in football training. By actively participating, students find the practice more relevant and stimulating, positively affecting their performance (Suprijono, 2022). Furthermore, role-play and simulation have been shown to improve tactical skills and the quality of feedback. Simulations allow coaches to provide more specific and contextual feedback, which enhances the effectiveness of skill development (Suwignyo & Utomo, 2021).

Simulation and role-play methods are effective educational strategies, particularly for elementary school students. They offer numerous benefits, including enhanced understanding of concepts, increased engagement and motivation, and development of social and communication skills (Fahmi & Ari Widiyatmoko, 2021; Salmi, 2018). These methods facilitate active learning and critical thinking by placing students in realistic problem-solving situations. They also improve practical skills through real-world application. Despite their advantages, implementing these methods in elementary schools can present challenges, such as resource limitations and insufficient teacher training. Nevertheless, the benefits of simulation and role-play in enhancing football technique and student engagement make them valuable approaches in sports education. Based on the results of this study, further research is needed on the application of simulation and role-play methods to materials other than football, by considering different levels of education, namely elementary school, junior high school, and high school.

4. CONCLUSION

The findings of this study demonstrate that the integration of simulation and role-play methods into physical education significantly enhances elementary students' basic football techniques. Questionnaire responses revealed that 90% of students found the learning process enjoyable, 85% felt these methods improved their understanding of football techniques, 80% reported increased confidence in performing basic football skills, and 85% experienced greater engagement during lessons. These results suggest that simulation and role-play create a dynamic and effective learning environment that fosters both technical and personal development.

The research highlights the broader implications of these methods, including their potential to improve skill mastery through realistic practice, foster social and teamwork skills, sharpen decision-making abilities, and support diverse learning styles. By boosting student motivation and active participation, these methods also contribute to character development, instilling values such as sportsmanship and discipline. Schools are encouraged to implement simulation and role-play methods, particularly for students in grades 5 and 6, to enhance physical education outcomes.

However, the study faced limitations, including a focus on a single grade level and school, a relatively small sample size, and reliance on self-reported data, which may limit the generalizability of findings. Future research should expand the scope to include diverse age groups, larger populations,

and multiple schools to validate these findings further. Additionally, exploring the long-term impacts of these methods and integrating technology, such as virtual simulations, could provide deeper insights into their effectiveness and scalability in physical education.

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