

Application of the Inquiry Learning Model in Football Passing Learning at SMP Negeri 1 Lahat Selatan

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Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan model pembelajaran Inquiry dalam meningkatkan hasil belajar passing sepak bola pada siswa kelas VIII SMP Negeri 1 Lahat Selatan. Penelitian ini menggunakan metode eksperimen dengan desain one group pretest–posttest. Populasi penelitian adalah seluruh siswa kelas VIII, dengan sampel kelas VIII A yang berjumlah 35 siswa. Instrumen yang digunakan berupa tes keterampilan passing sepak bola berdasarkan pedoman dalam buku *Physical Education Tests and Measurements* karya Nurhasan dan Cholik (2019). Data dikumpulkan melalui tes sebelum perlakuan (pretest) dan sesudah perlakuan (posttest) setelah penerapan model pembelajaran Inquiry. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kemampuan passing siswa. Sebelum perlakuan, sebagian besar siswa berada pada kategori cukup dan kurang, sedangkan setelah penerapan model Inquiry mayoritas siswa meningkat ke kategori baik dan sangat baik. Temuan ini menunjukkan bahwa model pembelajaran Inquiry efektif dalam meningkatkan pemahaman dan keterampilan teknik passing melalui keterlibatan aktif, observasi, dan penemuan prinsip gerak secara mandiri.

Kata kunci: Model Pembelajaran Inquiry, Hasil Belajar, Passing Sepak Bola, Pendidikan Jasmani.

Abstract

This study aimed to examine the implementation of the Inquiry learning model in improving football passing learning outcomes among eighth-grade students at SMP Negeri 1 Lahat Selatan. The research employed an experimental method using a one-group pretest–posttest design. The population consisted of all Grade VIII students, with class VIII A (35 students) selected as the sample. The instrument used was a football passing skills test based on the assessment guidelines from *Physical Education Tests and Measurements* by Nurhasan and Cholik (2019). Data were collected through pretest and posttest assessments conducted before and after the application of the Inquiry learning model. The results indicated a significant improvement in students' passing skills following the treatment. Prior to the intervention, most students were categorized as fair or poor. After the implementation of the Inquiry model, the majority improved to good and very good categories. These findings suggest that the Inquiry learning model effectively enhances students' understanding and technical performance in football passing through active engagement, observation, and independent discovery of movement principles.

Keywords: Inquiry Learning Model, Learning Outcomes, Football Passing, Physical Education.

1. INTRODUCTION

Physical Education, Sports, and Health (PJOK) constitutes an essential component of the national education curriculum, playing a significant role in fostering students' holistic development. Through PJOK, learners are guided not only to enhance their physical fitness but also to develop mental, emotional, social, and moral dimensions. Raharjo (2021) explains that physical education serves as a medium for character development through structured and systematic physical activities, cultivating discipline, responsibility, and teamwork. Therefore, PJOK provides a foundational framework for nurturing a generation that is both physically fit and psychologically well-balanced.

At the junior high school level, PJOK aims to help students achieve optimal physical fitness and master fundamental movement skills across various sports disciplines. Football is

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one of the most widely taught and globally popular sports, attracting strong student interest. According to Wibowo and Nurhayati (2022), football instruction in schools contributes significantly to the development of motor coordination, agility, and social interaction through teamwork. Consequently, football learning emphasizes not merely game outcomes but also the mastery of essential technical skills.

Among fundamental football techniques such as dribbling, shooting, heading, and passing passing plays a crucial role as the foundation of team coordination and attacking strategies. Sukadiyanto (2020) states that effective passing ability greatly influences ball possession and scoring opportunities. The overall quality of team performance often depends on the precision and timing of passes. However, preliminary observations at SMP Negeri 1 Lahat Selatan indicate that students' passing skills remain relatively underdeveloped. Many students struggle with ball control and frequently misdirect passes. This suggests that current instructional approaches are not yet optimal. Teaching practices tend to rely heavily on demonstrations and repetitive drills without sufficiently engaging students in analytical thinking or problem-solving processes, resulting in passive learning and limited conceptual understanding.

In response to this issue, PJOK teachers are encouraged to adopt more innovative and student-centered instructional strategies. One relevant alternative is the inquiry learning model, which emphasizes active exploration and discovery. Joyce and Weil (2019) describe inquiry learning as an approach that encourages students to observe, question, analyze, and construct knowledge based on direct experience. This model is believed to enhance engagement and deepen understanding, including in the acquisition of sports techniques.

Applying the inquiry model in PJOK allows students to explore movement patterns, identify technical errors, and determine corrective strategies through reflection. Rather than merely imitating the teacher's demonstrations, students actively examine the rationale behind each movement. Hidayat and Lestari (2023) found that inquiry-based instruction improves students' conceptual understanding of sports techniques while fostering responsibility in learning. This approach aligns with student-centered principles emphasized in the independent curriculum, promoting autonomy and active participation. Prior studies have shown that the Inquiry Learning Model can significantly improve the ability to perform basic passing techniques in sport contexts, including futsal and soccer skills (Sahabuddin & Ishak, 2023; Alexon et al., 2021). Additionally, the implementation of inquiry-based instruction in football learning has been linked with improved *critical thinking* and *tactical understanding* in Physical Education settings (Hadiana et al., 2023). Comparative research in other sports also reinforces the value of inquiry approaches for motor skill development (Junaidi, 2024). Motor learning models are further supported by principles of physical education that enhance fundamental movement skills (Fajarwati & Arini, 2023; Sembiring et al., 2024), and are associated with improved learning outcomes when linked with student preferences and engagement (Syahrudin & Saleh, 2023).

Inquiry learning also creates meaningful learning experiences because students directly engage in discovering movement concepts. For example, in teaching football passing, teachers may pose guiding questions such as, "How can the ball reach the target accurately?" or "What factors influence the direction and force of the kick?" Such prompts encourage experimentation, analysis, and evidence-based conclusions. Prasetyo (2021) suggests that discovery-oriented learning enhances long-term retention due to its emphasis on critical and reflective thinking.

Furthermore, the inquiry model supports collaborative and participatory classroom environments. Students work in groups to observe, discuss, and refine passing techniques, reinforcing social interaction and communication. Winarno (2022) argues that effective

sports instruction must incorporate collaborative reflection to ensure meaningful understanding. Additionally, inquiry-based learning has been shown to increase student motivation. Nuryanti and Kusuma (2024) report that students demonstrate higher motivation when given opportunities to solve problems independently during sports lessons, fostering responsibility for both learning processes and outcomes.

Supporting literature consistently highlights the importance of appropriate instructional models in improving learning outcomes and motor skills. Inquiry-based and systematic teaching approaches enhance active participation and skill acquisition (Arends, 2012; Joyce et al., 2015). Objective assessment and standardized measurement are also crucial in evaluating skill development (Nurhasan & Cholik, 2019; Widiastuti, 2015). Motor learning theory emphasizes that structured practice combined with feedback improves performance quality (Schmidt & Lee, 2019). Moreover, experiential and scientific learning approaches strengthen cognitive and psychomotor engagement (Sani, 2014; Suherman, 2016). Empirical studies further confirm that systematic strategies and game-based media significantly enhance motor competence (Pratama & Sugiyanto, 2020; Rahman, 2021). Therefore, integrating innovative instructional models with measurable evaluation frameworks is essential for optimizing PJOK outcomes (Sudjana, 2017; Huda, 2014). Learning outcomes are measured to determine the extent to which students have achieved the instructional objectives after participating in a learning process (Caspersen, 2017).

Contextual and activity-based learning models have been shown to be effective in improving students' sports skills in Physical Education. Research indicates that when students are actively involved in meaningful and structured physical activities, their technical abilities develop more significantly compared to traditional teaching methods (Putra & Yudiawan, 2020). Contextual learning helps students connect movement concepts with real-game situations, thereby enhancing understanding and skill execution. Similarly, activity-based instructional models emphasize consistent practice and student engagement, which contribute positively to motor skill development and overall learning outcomes in sports education (Hidayat & Nurhasan, 2022).

Based on these considerations, the inquiry learning model represents a suitable solution for improving the quality of PJOK instruction, particularly in football passing lessons. Beyond enhancing technical skills, this model fosters critical thinking, collaboration, and learner independence. Accordingly, this study aims to describe the implementation of the inquiry learning model in football passing instruction at SMP Negeri 1 Lahat Selatan and to evaluate its effectiveness in improving students' skills.

2. METHOD

The use of quantitative research methods in Physical Education has been widely applied to measure the effectiveness of instructional models in improving students' motor skills. A descriptive quantitative approach allows researchers to systematically and objectively describe changes in learning outcomes following instructional interventions (Sugiyono, 2022). In experimental educational research, the One Group Pretest–Posttest Design is frequently used to determine the impact of a specific treatment by comparing students' performance before and after the intervention (Shadish et al., 2002). Within the context of Physical Education, this design is considered appropriate for evaluating skill-based learning outcomes because it provides measurable evidence of improvement (Thomas et al., 2015).

Previous studies have demonstrated that instructional models significantly influence students' motor skill development and learning achievement. Research indicates that structured and student-centered learning approaches contribute positively to technical skill mastery in sports (Hidayat & Nurhasan, 2022; Putra & Yudiawan, 2020). Furthermore,

empirical findings reveal a significant relationship between fundamental motor skills and learning outcomes in Physical Education (Sembiring et al., 2021; Logan et al., 2018). International research also supports the view that motor competence development is closely associated with effective instructional strategies and active student engagement (Hernández-Santana et al., 2021).

In addition, the implementation of innovative learning strategies, including inquiry-based approaches, has been shown to enhance students' conceptual understanding and practical performance in sports activities (Rahman, 2021). Effective Physical Education instruction requires systematic practice, structured assessment, and measurable evaluation methods to ensure objective improvement in students' skills (Thomas et al., 2015). Therefore, integrating a quantitative descriptive approach with a One Group Pretest–Posttest Design provides a strong methodological foundation for examining the effectiveness of the inquiry learning model in improving football passing skills among junior high school students.. The design of the research can be described as follows:

Group	Pretest	Treatment	Posttest
VIII A (n=35)	O1	X	O2

Information:

O1 = Initial test of passing skills before the application of the inquiry model

X = Treatment with the application of inquiry learning model

O2 = Final test of passing skills after treatment

Data is collected through two main techniques, namely:

1. A practical skills test, used to measure students' ability to pass football.
2. Observation is carried out to record student activities and participation during the learning process using an inquiry model.

The test was carried out twice, namely before and after the implementation of the inquiry model. The instrument used in this study is a football passing skill test adapted from the book *Tests and Measurements in Physical Education* by Nurhasan and Cholikh (2019). This test aims to assess the accuracy and control of the ball in passing using the inside foot. This test is the Soccer Passing Accuracy Test. The tools and facilities used are 1) A size 4 soccer ball (adjusted to the junior high school level), 2) A wall or bounce board measuring 2 × 1 meter with the target area given a box line measuring 60 × 60 cm, 3) Meter to measure distance, 4) Chalk or adhesive tape to make a kicking boundary line, 5) Stopwatch and assessment sheet. The test consists of:

1. Students stand behind a boundary line that is 3 meters away from the wall or target board.
2. Each student was given 10 times the opportunity to kick the ball towards the goal using the inside foot.
3. Each pass that hits the target is scored 1, and the one that does not hit the target is scored 0.
4. The total score is the number of passes that have been successfully hit the target from 10 attempts.

The final results are expressed in scores and converted into the following ability categories (Nurhasan & Cholikh, 2019):

Table 1. *Categories*

Score Range	Category
9–10	Excellent
7-8	Good
5-6	Moderate
3-4	Less
0-2	Very Less

Based on the results of tests by Nurhasan and Cholik (2019), this football passing accuracy test has a validity coefficient of 0.82 and reliability of 0.87, so it can be used as a valid and reliable measuring tool in assessing the ability of basic football techniques at the junior high school level. The data obtained was analyzed with descriptive statistics and a t-test (paired sample t-test) to determine the difference between pretest and posttest scores. The analysis was carried out using the help of Microsoft Excel and SPSS version 25 programs. The basic formula of the t-test according to Sugiyono (2022) is:

$$t = \frac{\bar{d}}{Sd/\sqrt{n}}$$

Information:

t = test value

\bar{d} = the average difference between the pretest and the posttest

SD = standard deviation difference

n = number of samples

Test criteria: if the sig (p-value) < 0.05, then there is a significant difference between the results before and after the application of the inquiry model, which means that the learning model is effective in improving the learning outcomes of football passing.

3. RESULT AND DISCUSSION

Result

This research was carried out at SMP Negeri 1 Lahat Selatan with a subject of 35 students in grade VIII A. The purpose of the study was to determine the improvement of learning outcomes of football passing skills after the application of the inquiry learning model. Data were obtained from the results of the pretest (before treatment) and posttest (after the application of the inquiry learning model).

Before being given treatment using the Inquiry learning model, an initial test is first carried out to find out the student's initial ability to perform football passing skills. This test aims to obtain an overview of the student's basic ability level before the application of treatment. The data of the pretest results is presented in the following table.

Table 1. *Frequency Distribution of Pretest Results*

Category	Value Range	Frequency (f)	Percentage (%)
Excellent	86–100	0	0
Good	71-85	0	0
Moderet	56-70	21	60,0
Less	41-55	14	40,0
Very Less	≤40	0	0
Sum	-	35	100

Average pretest score = 54.8

Average category = Less

After the learning process using the Inquiry model was carried out for several meetings, a final test was carried out to determine the improvement of students football passing ability after receiving treatment. This test serves to measure the extent of the influence of the application of the Inquiry learning model on football passing learning outcomes. The data of posttest results is presented in the following table.

Table 2. *Frequency Distribution of Posttest Results*

Category	Value Range	Frequency (f)	Percentage (%)
Excellent	86–100	6	17,1
Good	71-85	23	0
Moderet	56-70	6	17,1
Less	≤55	0	0
Sum	-	35	100

Average posttest score = 77.5

Average category = Good

Based on the results of the pretest and posttest, it is known that the average score of students has increased by 22.7 points, namely from 54.8 to 77.5. Before treatment, most students (60%) were in the adequate category and 40% in the poor category. After the application of the inquiry learning model, there was a significant increase, where 82.8% of students reached the good and excellent categories. The following is a bar diagram of the results of the pretest and posttest of football passing ability of grade VIII A SMP Negeri 1 Lahat Selatan.

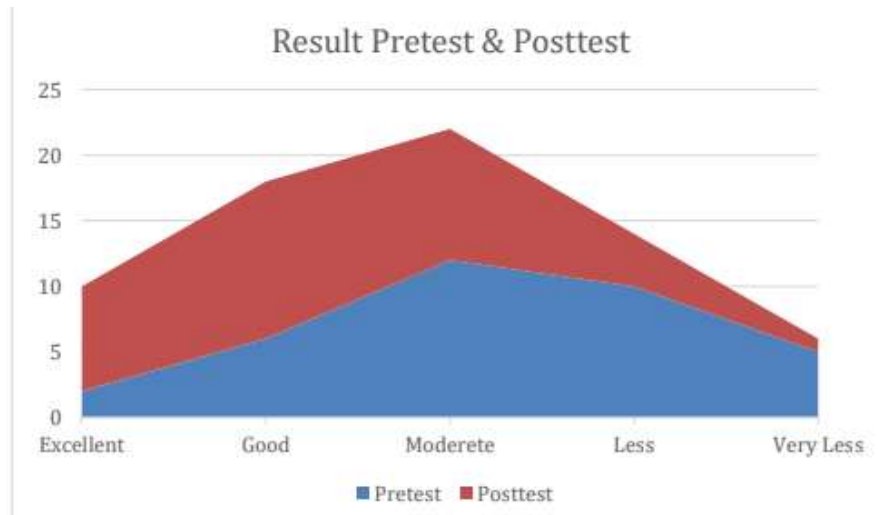


Figure 1. *Pretest and Posttest Result Diagram*

In the pretest results, most students were in the category of sufficient (12 students) and less (10 students). This shows that students' initial ability to pass football is still relatively low. This condition can be caused by previous learning methods that are still conventional, where students tend to be passive and only imitate the teacher's example without being actively involved in finding movement concepts. According to Arifin (2019), teacher-centered learning often makes students less understand the meaning of movements because they only imitate without developing the ability to think critically and reflect on the techniques carried out. After the implementation of the Inquiry learning model, there was a significant increase in learning outcomes. In the posttest, the number of students in the excellent category increased from 2 to 8 students, and the good category increased from 6 to 12 students. Meanwhile, the less and very underserved categories experienced a considerable decline. This improvement shows that the Inquiry model is effective in improving students' understanding and skills of football passing techniques.

The Inquiry learning model emphasizes the active involvement of students in discovering knowledge and concepts through hands-on experience. In the context of football learning, students not only observe examples of movements, but also explore, experiment, and reflect on the results of the movements made. According to Sanjaya (2016), the Inquiry model is able to train students to think critically and systematically in solving learning problems, so that learning outcomes become more meaningful and lasting.

The results of this study are in line with the findings of Widiastuti and Nurhayati (2020) who stated that the application of the Inquiry learning model can improve motor skills and sports skills learning outcomes because students are directly involved in the learning process. Thus, learning focuses not only on the final result of movement, but also on the thought process and understanding of the basic principles of movement. In addition, improving learning outcomes is also supported by a more active and collaborative learning atmosphere. In Inquiry learning, teachers act as facilitators who provide trigger questions and guide students to find answers through practical experiences. This is in line with the opinion of Hosnan (2014) who explains that Inquiry Learning provides an opportunity for students to build their own knowledge through meaningful learning experiences.

Based on the results obtained, it can be concluded that the application of the Inquiry learning model has a positive impact on improving football passing learning outcomes. Students become more active, motivated, and have a better understanding of basic passing techniques. This model also helps develop students' analytical thinking and problem-solving skills during the learning process. Thus, the application of the Inquiry model can be used as

an effective alternative in physical education learning, especially in basic football technique materials. Teachers are expected to leverage this model to create more meaningful learning centered on student learning activities and experiences.

4. CONCLUSION

Based on the results of research that has been conducted on the application of the Inquiry learning model to football passing materials at SMP Negeri 1 Lahat Selatan, it can be concluded that: The initial ability of students to pass football was still relatively low before the implementation of the Inquiry learning model. This can be seen from the results of the pretest where most of the students are in the category of sufficient and deficient, showing that students have not mastered the passing technique optimally. After the implementation of the Inquiry learning model, there was a significant increase in football passing learning outcomes. The posttest results showed an increase in the number of students in the good and very good categories, as well as a decrease in the number of students in the poor and very poor categories. The Inquiry learning model has proven to be effective in improving football passing learning outcomes because it provides opportunities for students to actively search, find, and understand movement concepts through hands-on experience. Learning becomes more meaningful because students are directly involved in the process of thinking, practicing, and solving movement technique problems. The role of the teacher as a facilitator in the Inquiry model is very important to guide students during the learning process. The teacher helps guide students in finding the basic principles of the correct passing technique without providing a direct explanation, but through questions and observation of practical activities. Overall, the application of the Inquiry learning model has a positive influence on improving the learning outcomes of football passing in grade VIII A SMP Negeri 1 Lahat Selatan. Therefore, this model can be used as an effective alternative in physical education learning to improve basic engineering skills and students' active participation.

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