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Learning Outcomes in Dribbling the Ball Through the STAD Learning Model: Elementary School Students' Football Game Material

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ABSTRACT

This study intends to improve student learning outcomes in dribbling skills in soccer games through the implementation of the Student Teams Achievement Divisions (STAD) cooperative learning model. This study used a classroom action research method with 24 fifth-grade students of Elim Christian Elementary School Makassar as research subjects. Data were collected through learning outcomes tests covering cognitive, affective, and psychomotor aspects. The research instruments were observation sheets, skills tests, and assessment rubrics. Data analysis was carried out descriptively and quantitatively by comparing learning outcomes in pre-cycle, cycle I, and cycle II conditions. The findings of the study are that all learning areas improved significantly. In pre-cycle conditions, the cognitive aspect averaged 58.75, the affective 62.08, and the psychomotor 55.42, with a 16.70% completion rate (4 out of 24 students). The average score increased to 72.92 for cognitive, 75.83 for affective, and 71.25 for psychomotor after STAD was implemented in cycle I, and the completion rate increased to 54.20%–62.50% (13–15 students). In cycle II, learning outcomes were ideal, with an average score of 84.58 for cognitive, 86.25 for emotional, and 83.75 for psychomotor, and a 100% completion rate (24 students). The average score increased 44.55% from pre-cycle to cycle II (58.75 to 84.86). Elim Makassar Christian Elementary School grade V pupils' dribbling skills have improved greatly with STAD cooperative learning. Students' conceptual knowledge, learning attitudes and motivation, and motor skills improved dramatically using this strategy. This study suggests using the STAD model to improve primary school physical education dribbling skills.

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1. INTRODUCTION

Physical activity, sports, and health are essential to education, developing physical fitness, motor skills, critical thinking, social skills, reasoning, emotional stability, morality, healthy lifestyles, and an introduction to a clean environment (Siedentop & Van der Mars, 2022; Huang, 2024). Physical education, especially in elementary schools, shapes pupils' character through regulated and directed physical exercises (Joy

et al., 2021; Kirch et al., 2021; Abusleme-Allimant et al., 2023). Soccer is popular among primary school pupils and has physical, cognitive, affective, and social benefits.

Every soccer player must learn dribbling. Dribbling requires eye-foot coordination, balance, and precision (Putra et al., 2024; Hasbillah et al., 2024). Dribbling skills help pupils attack, defend, and create opportunities in soccer. These talents help boost pupils' soccer confidence (Duncan et al., 2022). Dribbling instruction in elementary schools is typically difficult, especially in terms of methodology. Traditional teacher-centered learning approaches don't afford students enough chances to contribute; hence, they don't improve student learning (Dunbar & Yadav, 2022; Sioukas, 2023; Nurhayati et al., 2025). Due to their short attention spans and preference for play, primary school pupils need more creative and interesting learning methods.

Moon and Lee (2025) found that elementary school soccer training still emphasizes drills and repetitive exercises without motivating or engaging students. The results indicate that soccer lessons are boring and demotivate kids, lowering learning outcomes. To improve elementary school soccer instruction, more varied and student-centered learning strategies are needed. Ben Khalifa et al. (2020) found that a lack of student social contact and cooperation during basic soccer skill acquisition contributes to inferior learning outcomes. This research reveals that customized learning without collaboration leads to shallow and less profound understanding for kids. This study supports social constructivism learning theory, which stresses social interaction in knowledge and skill acquisition.

The Student Teams Achievement Division (STAD) cooperative learning model offers an alternative solution to the challenges faced in teaching soccer at the elementary school level (Atradinal & Ockta, 2024; Aidid et al., 2025). Robert Slavin's cooperative learning paradigm, STAD, organizes students into small, heterogeneous groups to achieve learning goals (Slavin et al., 2003; Slavin & Madden, 2021; Slavin, 2022; Luwiti et al., 2023; Gillies et al., 2023; Aziz & Said, 2025). The STAD model can help soccer students master dribbling through conversations, demonstrations, and group practice.

In addition, Yulianti et al. (2024) found that using the STAD model in physical education improves student learning. Due to peer teaching and learning, the STAD model improves students' cognitive, emotional, and psychomotor skills. Due to healthy group rivalry and rewards for group performance, the STAD model also motivates students to learn. According to Atradinal and Ockta (2024), STAD cooperative learning can improve students' basic motor skills in soccer and other sports. The study found that STAD students improved more in skill, tactics, and game principles than traditional pupils. These findings show the STAD model's potential to improve elementary school soccer education (Pratama et al., 2021; Muhlisin et al., 2021).

Preliminary studies show that soccer training, particularly dribbling tactics, at Elim Christian Elementary School in Makassar, used standard learning methods without student participation. The poor success percentage of fifth-graders in performing dribbling actions according to set criteria showed that most struggled to master them. Due to insufficient desire and excitement for soccer learning, students did not actively

participate in learning activities. Only 35% of fifth-graders at Elim Christian Elementary School in Makassar got the minimum passing grade for soccer dribbling. This suggests student learning outcomes are not as expected. Teachers' lack of variation in teaching approaches may be causing kids to be less motivated and not master dribbling skills.

The difference between ideal and real soccer learning conditions at Elim Christian Elementary School, Makassar, shows the need for innovative learning strategies to promote student learning. Many topics have demonstrated the effectiveness of the STAD model, yet its application in elementary school soccer dribbling lessons remains limited (Setyo, 2017; Mursaha et al., 2022; Salikha et al., 2024). This study applies the STAD model to fifth-grade primary school soccer dribbling content to fill this gap. The research hypothesis is that STAD cooperative learning can increase fifth-grade soccer dribbling learning at Elim Christian Elementary School, Makassar. This hypothesis proposes that the STAD model can improve dribbling technique understanding and mastery by creating a more favorable learning environment, increasing student involvement, and facilitating mutual learning.

This study applies the STAD cooperative learning model to soccer game material for fifth-graders at Elim Christian Elementary School in Makassar to increase dribbling learning. This study examines the STAD model's effects on students' cognitive, affective, and psychomotor dribbling skills and the factors that support and hinder its use in elementary school soccer learning.

2. METHOD

This study used a Classroom Action Research (CAR) design with the spiral model developed by Kemmis and McTaggart. The CAR was implemented in two cycles, each consisting of four stages: (1) planning, (2) acting, (3) observing, and (4) reflecting. This research was conducted to improve learning outcomes in dribbling through the application of the Student Teams Achievement Division (STAD) cooperative learning model to soccer.

The subjects were 24 fifth-grade students at Elim Christian Elementary School, Makassar, consisting of 13 boys and 11 girls. The age range of the subjects was 10-11 years. The selection of fifth-grade students was based on the consideration that they already possess sufficient gross motor skills to learn dribbling techniques in soccer. The research was conducted on the sports field of Elim Christian Elementary School, Makassar. The research was conducted in the even semester of the 2024/2025 academic year, specifically in February-March 2025. Each cycle consisted of three meetings, each with a time allocation of 3 x 35 minutes. The following is a flowchart for classroom action research in Figure 1.

Figure 1. Flowchart Classroom Action Research

Research Procedure:

Cycle I

Planning Stage

This stage involved the development of a Lesson Implementation Plan (RPP) using the STAD cooperative learning method, the preparation of research instruments in the form of observation sheets, practical tests, and questionnaires, and the preparation of necessary learning facilities and infrastructure.

Acting Stage

The implementation of the STAD dribbling lesson was conducted in three meetings. Students were divided into six heterogeneous groups of four students each. Each group consisted of students with high, medium, and low abilities based on the results of the pre-test.

Observation Stage

Observations were conducted throughout the learning process to watch student activities, teacher activities, and student learning progress. The data collected included quantitative data in the form of practical test scores and qualitative data in the form of observations of learning activities.

Reflection Stage

Reflection was conducted by analyzing data obtained from the observation stage to determine the successes and challenges encountered in Cycle I. The results of the reflection were used as the basis for planning actions in Cycle II.

Cycle II

Cycle II was implemented using the same stages as Cycle I, but with improvements based on the results of the Cycle I reflection. Modifications included adjusting learning strategies, adding exercise variations, and increasing student motivation.

Research Instrument

Ball Dribbling Practice Test: The ball dribbling practice test used an instrument adapted from Bekris et al. (2018) with modifications to suit the characteristics of elementary school students. *Ball Dribbling Speed Test*: Students dribbled a ball for 20 meters, with time measured in seconds.

Observation sheets were used to watch student and teacher activities during the lesson. The student observation sheet included 8 indicators with a rating scale of 1-4. The teacher observation sheet for activities included 10 indicators with a rating scale of 1-4. Data collection was conducted at different times, namely before the action (pre-cycle), during the action, and after the action to observe changes that occurred in Cycle I and Cycle II. Indicators of student mastery:Psychomotor if the score is >75 (complete) and incomplete if <75. If the score is >75 (complete), it is considered effective, and if it is less than 75, it is considered incomplete. Or the percentage of students who have achieved more than 80% of the class completion. Cognitive if the score is >75 (complete) and incomplete if <75. This refers to the proportion of students who have successfully completed more than 80% of the course.

3. RESULTS AND DISCUSSION

Results

Initial Conditions (Precycle)

The initial observations and pre-action tests conducted before implementing the STAD type cooperative learning model, the following data was obtained on the learning outcomes of fifth grade students at Elim Makassar Christian Elementary School in dribbling the ball in Table 1.

Table 1. Pre-Cycle Ball Dribbling Learning Outcomes

No	Assessment Aspects	Average value	Number of Students Completed	Completion Percentage
1	Cognitive	58,75	4	16,70%
2	Affective	62,08	4	16,70%
3	Psychomotor	55,42	4	16,70%
Average		58,75	4	16,70%

Pre-cycle data shows that students' ball dribbling learning outcomes are still very low. Of the 24 students, only 4 (16.70%) achieved the minimum passing grade (MPG ≥ 70) in each assessment aspect. The affective aspect had the highest average score of 62.08, followed by the cognitive aspect at 58.75 and the psychomotor aspect at 55.42. However, all three aspects showed the same passing grade, at 16.70%. The overall average score was 58.75, which remains significantly below the school's minimum passing grade target of 75.

Results of Cycle I

After implementing the STAD-type cooperative learning model in cycle I, there was a significant increase in learning outcomes in dribbling the ball.

Table 2. Learning Outcomes of Dribbling the Ball in Cycle I

No	Assessment Aspects	Average value	Number of Students Completed	Completion Percentage
1	Cognitive	72,92	13	54,20%
2	Affective	75,83	15	62,50%
3	Psychomotor	71,25	14	58,30%
	Average	73,33	14	58,30%

The results of cycle I showed a significant improvement compared to the pre-cycle conditions. The number of students who completed the course increased from 4 to 14 (58.30%). The affective aspect had the highest average score of 75.83 with a completion percentage of 62.50%, indicating that students began to show a positive attitude towards learning. The psychomotor aspect had a completion percentage of 58.30% with an average score of 71.25, while the cognitive aspect reached 54.20% with an average score of 72.92. The overall average score increased to 73.33, which has exceeded the KKM but has not yet reached the research success target of 80%.

Cycle II Results

Cycle II improved the learning process by adding more varied exercises and increasing student motivation, based on reflections from Cycle I. The results obtained in Cycle II are in Table 3.

Table 3. Learning Outcomes of Dribbling the Ball in Cycle II

No	Assessment Aspects	Average value	Number of Students Completed	Completion Percentage
1	Cognitive	84,58	24	100%
2	Affective	86,25	24	100%
3	Psychomotor	83,75	24	100%
	Average	84,86	24	100%

The results of cycle II showed very satisfactory achievements and successfully achieved the research success target. All students (24 students, or 100%) have achieved the minimum completion criteria in all aspects of the assessment. The affective aspect has the highest average score of 86.25, indicating that students have a very positive attitude towards learning to dribble. The cognitive aspect achieved an average score of 84.58, indicating that students have a good understanding of the concept and technique of dribbling. The psychomotor aspect achieved an average score of 83.75, indicating that students have mastered practical dribbling skills. The overall average score reached 84.86, which has exceeded the research success target of 80%.

Discussion

The table shows that pre-cycle student dribble learning outcomes were low. The average cognitive, affective, and psychomotor scores ranged from 55.42 to 62.08, with only 4 students mastering out of 24, resulting in an extremely low completion percentage of 16.70% across all domains. This figure shows that conventional learning failed to meet learning goals. This data supports research showing that standard learning techniques cannot meet the different learning demands of physical education pupils.

First-cycle STAD cooperative learning model outcomes were significantly better than pre-cycle findings. Cognitive, emotional, and psychomotor aspects rose from 58.75 to 72.92, 62.08 to 75.83, and 55.42 to 71.25. The average score rose from 58.75 to 73.33. The number of pupils completing increased considerably from 4 to 13–15, depending on the aspect, with cognitive completion rates of 54.20% and emotional and psychomotor completion rates of 62.50% and 58.30%, respectively. This development suggests that the STAD cooperative learning model is helping students learn and master dribbling.

Cycle II had excellent learning outcomes, with 100% course completion. Cognitive scored 84.58, affective 86.25, and psychomotor 83.75 for an overall average of 84.86. Improvements and changes based on Cycle I reflections optimized the learning process. Research using the STAD cooperative learning model in soccer sessions also improved student skills. The STAD model's 100% completion rate for Cycle II proves dribbling skill acquisition.

Cognitive improvement occurred every cycle. From the pre-cycle to Cycle I, the cognitive improvement was 24.13% (58.75 to 72.92); from Cycle I to Cycle II, it increased to 15.99% (72.92 to 84.58). This cognitive development suggests that children are learning the basics of dribbling, including accurate technique, game strategy, and rules. The STAD cooperative learning model encourages students to discuss and share knowledge, improving conceptual understanding. According to research, cooperative learning improves students' critical thinking and conceptual knowledge.

The affective aspect improved the most of the three. The pre-cycle score climbed 22.17% from 62.08 to 75.83 in cycle I and 13.74% to 86.25 in cycle II. Student attitudes, motivation, and learning participation improved with this emotional enhancement. Cooperative learning improves students' academic and social skills. STAD pupils learn to collaborate, respect others' perspectives, and take responsibility for the group, which improves effect.

The psychomotor aspect increased from 55.42 pre-cycle to 71.25 in cycle I (28.53%) and 83.75 in cycle II (17.54%). This psychomotor increase implies kids' ball-dribbling skills are improving. The STAD model lets students practice in small groups, receive peer input, and enhance their technique. Cooperation in physical education improves motor abilities through intensive peer-to-peer learning, according to research.

Several factors affect the success of STAD cooperative learning in dribbling classes. Heterogeneous groups allow students of different abilities to support and learn from each other. Second, individual and group accountability pushes students to do well. Third, group rewards stimulate student collaboration. Fourth, clear and methodical

learning structures assist students in grasping expectations and learning. Cognitive, emotional, and psychomotor development affect students' learning outcomes following the learning process.

This study confirms prior findings that the STAD cooperative learning model improves physical education learning (Legrain et al., 2019; Atradinal & Ockta, 2024; Yulianti et al., 2024; Sejahtra & Manalu, 2024). Other STAD cooperative learning model studies on soccer physical education learning outcomes also showed success. Other studies have indicated that a cooperative learning model improves students' technical, social, and emotional skills (López-Mondéjar & Pastor, 2017). This constancy proves the STAD model's reliability in physical education, especially dribbling skills.

STAD cooperative learning has major implications for physical education pedagogy (Yang et al., 2021; Suryadi et al., 2024). First, this model turns learning from teacher-centered to student-centered, making students more involved. Second, STAD promotes peer-to-peer learning, which improves motor skills. Third, this paradigm includes cognitive, emotional, and psychomotor learning holistically. Fourth, STAD fosters students' communication, teamwork, and leadership skills. Fifth, awards and group achievements can motivate pupils in this strategy.

STAD cooperative learning has various benefits for dribbling (Anggreni et al., 2022; Destriana, 2025). First, since each group member can see and provide feedback, kids can practice harder. Second, the individual responsibility structure keeps students focused on increasing their talents and helping the group succeed. Third, cooperative learning fosters motor skill confidence in a supportive, non-threatening atmosphere. Fourth, group conversations let students share methods and techniques, improving their dribbling knowledge.

The STAD cooperative learning model in dribbling instruction is difficult to execute. Complex classroom management, considerable planning, and intensive group activity monitoring are the key hurdles. To address these problems, construct balanced groups based on student talents and traits, prepare clear observation tools, develop a comprehensive assessment rubric, and train students in collaborative skills. Teachers must also practice leading group discussions and giving constructive criticism.

4. CONCLUSION

Building upon the analyzed research results, it can be concluded that the implementation of the STAD cooperative learning model was highly effective in improving students' dribbling learning outcomes. Significant improvements occurred in all aspects of learning: cognitive, affective, and psychomotor. From a pre-cycle completion rate of only 16.70%, it increased to 58.30% in cycle I and reached 100% in cycle II. This success demonstrates that the STAD model not only improves technical dribbling skills but also fosters students' conceptual understanding and positive attitudes toward learning.

As a suggestion, teachers can apply the STAD learning method in soccer learning to improve student learning outcomes in dribbling. This research can serve as a reference for developing more innovative and effective learning models to improve student learning

outcomes in soccer games. Further research can be conducted to develop a more effective STAD-based learning model to improve student learning outcomes in soccer games. In addition, further research can be conducted to develop more innovative and effective learning media to improve student learning outcomes in soccer games.

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