



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.umri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Influence of Command Style on Shooting Ability in Football Games at SMPN 2 Medan

Epi Supriyani Siregar^{1*}, Ika Purnama Sari², Evi Susilawati³, Joko Priono⁴, Ari Setiawan⁵

^{1,4} Universitas Pembinaan Masyarakat Indonesia, Medan, Indonesia,

² STIKOM Tunas Bangsa, Pematangsiantar, Indonesia

³ Universitas Islam Sumatera Utara, Medan, Indonesia

⁵ Universitas Sarjanawiyata Taman Siswa, Yogyakarta, Indonesia

ARTICLE INFO

Article history:

Received: 17 Sept 2024

Revised: 03 Jan 2025

Accepted: 04 Jan 2025

Published online: 24 Jan 2025

Keywords:

Command Style
Shooting Ability
Football

* Corresponding author:

E-mail: episupsiregar@upmi.ac.id

Article Doi:

Doi: <https://doi.org/10.31258/jes.9.1.p.231-240>

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ABSTRACT

Command style is a training method that involves direct instruction from the coach to the player with a focus on specific technique control and correction. Meanwhile, shooting in soccer refers to the player's ability to shoot towards the goal with the aim of scoring a goal. This study aims to analyze the effect of command style on shooting ability in soccer games in students at SMPN 2 Medan. This study used an experimental method with a pretest-posttest group design. The sample used was grade VIII students consisting of two groups, namely the experimental group who were given treatment in the form of training using the command style, and the control group who did not receive the treatment. Data were collected through shooting skills tests before and after treatment. The results of the data analysis showed that there was a significant increase in shooting ability in the experimental group using the command style compared to the control group. These findings indicate that the application of the command style in soccer training can improve students' shooting skills. This study makes an important contribution to developing more effective training methods to improve soccer technique skills, especially in the shooting aspect, in junior high school students.

1. Introduction

Education is an important aspect in the development of human resources and the future of the nation. One of the main goals of education is to create an effective and enjoyable learning process for students, so that it can help them develop their potential optimally. (Siregar et al., 2024) Shooting ability in soccer is one of the important skills that players must master to score goals and win the game. In the context of physical education, shooting ability training is not only aimed at improving students' technical skills but also at building self-confidence, teamwork, and discipline. As one of the methods used in physical education learning, the command style offers a structured and systematic approach to training students' shooting abilities.

Command style is a teaching method in which the teacher has full control over the learning process, provides clear instructions, and ensures that students follow directions with high discipline. According to (Ashworth, 2002) , the command style teachers allow to create an organized learning environment, where students can focus on mastering skills without distraction. In soccer, this approach can help students understand basic shooting techniques, such as foot position, shooting angle, and kick power. At SMPN 2 Medan, the implementation of physical education learning faces various challenges, including students' lack of understanding of basic shooting techniques and low motivation in practising. This is often caused by teaching methods that are less structured or not in accordance with students' needs. In this situation, the command style can effectively improve the quality of learning, especially in teaching shooting skills.

Use style command in learning education physical, especially For increase shooting ability in football, get support from various expert. According to (Mosston & Ashworth, 2017) , style command give opportunity for teachers to create environment organized learning And controlled. Approach This allow student understand Instructions with more Good And reduce error in technique base like shooting. Opinion similar put forward by (Metzler, 2017) who stated that method structured teaching very effective in increase skills motor students. In context football, style command help student control shooting technique with more fast Because existence practice guided repetition direct by the teacher. Besides that, Rink (2020) emphasized that style command ensure every student accept consistent instructions, which play a role important in increase trust self student in do shot to goal.

Opinions comes from (Siedentop, 2021), which highlights the importance of clear communication between teachers and students in learning technical skills like shooting. When student accept strict instructions, they more easy understand the right steps in do shot. This is supported by (Pangrazi & Beighle, 2019)which states that style command very effective For teach skills that are needed accuracy techniques, such as shooting in football. With approach this, students more focus on technique base And tend reduce repeated errors. Besides that, (Capel & Whitehead, 2022) disclose that method teaching that provides control full to the teacher can increase discipline And motivation student in study. In context football, style command can push student For train with more consistent And understand importance Work The same team.

More continued, (Hastie & Casey, 2014) disclose that style command create atmosphere structured learning And safe, so that student can more focus on development skills they, including in increase accuracy And shooting power. Opinion This reinforced by (Darst & Pangrazi, 2019) which states that atmosphere conducive learning will help student follow the steps that have been taken determined, so that every student get equal opportunity For control shooting skills. According to (Dyson, 2019) , method organized teaching like style command Also capable increase involvement student in the learning process. Students who are taught with method This more understand technique shooting basics and show improvement in ability they are in the field.

Approach style command Also supported by (Janelle & Hillman, 2023) which confirms that method This speed up the learning process skills technical in sports. With give Instructions direct And bait fast return, teacher can help student correcting error they in shooting techniques and increase performance they. Besides that, the research conducted by (Rink, 2019) show that style command allows teachers to create atmosphere learn more under control And efficient. With Thus, students can more easy develop skills the basics required in game football. In general overall, various view This strengthen that style command is effective approach in increase students' shooting abilities in schools, especially If done with structured approach And notice need individual student.

(Jang et al., 2023) emphasized that an organized approach can increase student engagement and help them achieve better results. In addition, (Smith & Baker, 2023) revealed that clear and direct instructions help students understand the material more quickly and efficiently. These findings support the idea that the command style can be an effective approach in training students' shooting skills. However, although the command style has many benefits, its implementation requires attention to the individual needs of students. (Rosenberg, 2023) noted that teaching methods that are too rigid can reduce students' creativity and cause them to feel stressed. Therefore, it is important for teachers to adapt the command style to still provide space for students to explore their abilities.

The main problem faced in shooting learning at SMPN 2 Medan is the lack of consistency in implementing training and the low level of student success in scoring goals. This situation shows the need for a more effective and structured learning approach. By adopting a command style, it is expected that students can be more focused in practicing and improving their shooting skills significantly. The expectation of this research is to contribute to improving the quality of physical education learning at SMPN 2 Medan, especially in teaching shooting techniques. By using the command style, it is expected that students will not only be able to master technical skills, but also develop discipline and teamwork attitudes that are important in the game of soccer. As a solution, the application of command style in shooting learning can be done through several strategic steps. First, teachers need to design a structured training program with clear objectives. Second, instructions must be delivered in detail and accompanied by accurate demonstrations. Third, periodic evaluations need to be conducted to monitor student progress and provide constructive feedback. With this approach, it is hoped that learning outcomes can improve significantly.

Various studies support the effectiveness of the command style in improving students' skills. (Chang & Lee, 2023) in a study on physical education that this approach helps students understand basic sports techniques better. Likewise, (Indrayanti & Wulandari, 2022) showed that structured teaching methods increase student engagement in the learning process. In a global context, the use of technology can also support the implementation of the command style. (Jannah, 2022) noted that the integration of digital tools, such as instructional videos, can enrich learning and provide clearer visual guidance to students. Therefore, the combination of command style and technology can be an effective strategy in

teaching shooting skills. Research on the influence of command style on physical education learning has been conducted by several researchers. (Nugroho, 2019) found that the application of command style significantly improved students' ability to understand basic sports techniques, including in soccer games. Nugroho noted that a structured approach can help students overcome difficulties in shooting techniques. (Putri & Santoso, 2020) that students who are trained using the command style have a higher success rate in mastering sports skills compared to students who are taught using traditional methods. In the context of soccer learning, this study confirms that the command style is effective in building student consistency and discipline. (Suharto, 2021) in his study on physical education teaching methods at the secondary school level concluded that the command style allows teachers to create a conducive and focused learning environment, thus supporting the mastery of specific skills such as shooting. Overall, this study aims to explore the effect of command style on shooting ability in soccer games at SMPN 2 Medan. With a structured and research-based approach, it is expected that physical education learning can provide better results and meet students' needs in developing their sports skills.

2. Methodology

This study, conducted by Ahmad Fauzi (2024), employs a quantitative approach with a quasi-experimental design method to measure the effect of the application of command style on shooting ability in soccer games. The research design used is nonequivalent control group design, which involves two groups, namely the experimental group and the control group that were not selected randomly. The population of this study were grade VIII students at SMPN 2 Medan who took physical education lessons. The research sample was selected using a purposive sampling technique, with a sample size of 30 students divided into two groups. The experimental group was given treatment in the form of learning with a command style approach, while the control group was taught using conventional methods.

The instruments used in this study include observation sheets and shooting ability tests. Observation sheets are used to record the implementation process of command-style learning, while shooting ability tests are designed to measure students' skills in terms of accuracy, strength, and kicking techniques. This study was conducted through several stages, starting with the preparation stage which includes the preparation of a command-style learning implementation plan (RPP) and validation of research instruments. Furthermore, in the pretest stage, students from both groups were tested to determine their initial abilities in shooting.

The next stage is the implementation of the treatment, where the experimental group follows command-style learning for six meetings. Meanwhile, the control group continues to undergo learning with conventional methods. After the treatment is completed, the posttest stage is carried out to measure the improvement in shooting ability in both groups. Data obtained from the pretest and posttest results are analyzed using statistical tests. The normality test is

carried out to ensure that the data is normally distributed, while the homogeneity test is used to check the uniformity of variance between groups. Furthermore, the t-test (independent sample t-test) is used to determine whether there is a significant difference between the results of students' shooting abilities in the experimental group and the control group. The variables of this study consist of independent variables in the form of the application of command style in learning, and dependent variables in the form of students' shooting ability in soccer games. By using this structured method, the study is expected to provide valid and reliable results to evaluate the effectiveness of command style in improving students' shooting ability.

3. Results and Discussion

Results

This study aims to measure the effect of the application of command style on shooting ability in soccer games at SMPN 2 Medan. After the treatment was carried out, data were obtained from the results of the pretest and posttest in the experimental group and the control group. Data analysis was carried out to determine the difference in shooting ability before and after treatment, as well as to test the effectiveness of the application of the command style.

Pretest and Posttest Results

The average pretest result in the experimental group was 56.8 with a standard deviation of 6.2, while in the control group the average pretest result was 55.7 with a standard deviation of 5.9. This shows that the initial abilities of the two groups were relatively equal before the treatment. After the learning process, the average posttest result in the experimental group increased to 78.4 with a standard deviation of 4.8, while the control group only increased to 66.2 with a standard deviation of 5.1.

Table 1. Comparison of Pretest and Posttest Results

Group	Pretest Average	Pretest Standard Deviation	Posttest Mean	Posttest Standard Deviation
Experimental Group	56.8	6.2	78.4	4.8
Group Control	55.7	5.9	66.2	5.1

Table 1 shows a comparison of the pretest and posttest results between the experimental group and the control group. In the pretest, the experimental group had an average score of 56.8 with a standard deviation of 6.2, while the control group had an average score of 55.7 with a standard deviation of 5.9. This shows that the initial abilities of the two groups were relatively equal before being given treatment, with very little difference between the two. After the learning process, the posttest results showed a significant increase in both groups. The average posttest score for the experimental group increased to 78.4 with a standard deviation of 4.8, while the control group only increased to 66.2 with a standard

deviation of 5.1. The greater increase in the experimental group compared to the control group indicates that the treatment received by the experimental group had a more effective impact on improving student learning outcomes. This can be seen in the following graph

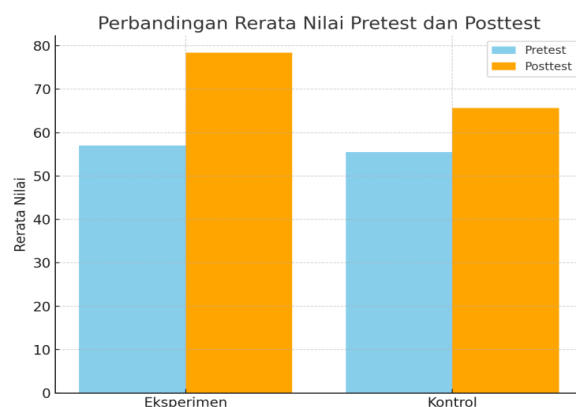


Figure 1. Pretest and Posttest Diagram

Normality Test

Normality test was conducted using Kolmogorov-Smirnov test to ensure the data were normally distributed. The test results showed that the pretest and posttest data from both groups had significance values greater than 0.05, so the data were normally distributed.

Table 2. Results of the Normality Test with Kolmogorov-Smirnov

Group	Data Types	Significance Value (p-value)	Information
Experimental Group	Pretest	> 0.05	Data is normally distributed
Experimental Group	Posttest	> 0.05	Data is normally distributed
Control Group	Pretest	> 0.05	Data is normally distributed
Control Group	Posttest	> 0.05	Data is normally distributed

t-test

The t-test was conducted to determine whether there was a significant difference between the posttest results of the experimental group and the control group. The t-test results showed a t-count value of 5.476 with a significance of 0.000 ($p < 0.05$). Thus, there was a significant difference between the shooting abilities of students in the experimental group and the control group after learning.

Table 3. t-Test Results for Differences in Posttest Results

Group	T-count value	Significance Value (p-value)	Information
Experimental Group vs Control Group	5,476	0,000	There is a significant difference

Effectiveness Analysis

style application was analyzed using the effect size value. With Cohen's *d* calculation, the effect size value was obtained as much as 2.3, which shows a very large effect of the command style application on students' shooting abilities.

Table 4. Results of Effectiveness Analysis with Cohen's *d*

Types of Analysis	Effect Size Value (Cohen's <i>d</i>)	Information
Influence of Command Style	2.3	Very large effect

Discussion

The results of this study indicate that the application of command style in learning significantly improved students' shooting ability compared to the group using conventional methods. The experimental group that was applied with command style had a higher average posttest score compared to the control group that used conventional methods. These results indicate that the application of command style in learning not only has a positive impact quantitatively, but also qualitatively in improving students' motor skills, especially in terms of shooting ability. The application of the command style in sports learning focuses on a structured and more directed instructional approach. In the command style, the teacher acts as a clear, direct, and consistent guide. This approach provides clear instructions and leads to the development of basic skills through consistent repetition and reinforcement. The behaviorist learning theory, popularized by BF Skinner, suggests that learning motor skills will be more effective if students are given positive reinforcement through clear instructions and repeated practice. In this case, the command style is in line with the basic principles of this theory, where repetition and rapid feedback will help students master technical skills more quickly. Gagne's learning theory also provides a framework for understanding why the command style is effective in learning sports skills. Gagne argues that learning is more successful when the instruction provided meets a systematic sequence and motivates learners to learn through clear stages. In the command style, the instruction provided is highly structured, helping students understand the purpose of the exercise, as well as practicing technical skills directly. In addition, the command style allows students to get clear feedback on their mistakes, so they can improve their technique more quickly.

The improvement in shooting ability in the experimental group confirmed the effectiveness of the command style in improving basic motor skills. In contrast, the control group using the conventional method showed a lower improvement in the posttest results. This can be explained by the differences in characteristics between the two methods. The conventional method often gives students more freedom without clear instructions from the teacher, which leads to a less structured learning process. Previous research conducted by Siedentop and van der Mars showed that a structured approach with clear instructions can accelerate the development of students' motor skills. In this context, the command style

provides more precise directions, as well as more focused practice, compared to the more relaxed conventional approach.

In addition, Piaget's cognitive learning theory shows the importance of active thinking processes in learning skills. With structured and repetitive instruction, students can reflect on and understand the techniques they learn, and realize the relationship of these techniques to real situations in sports. The command style provides students with the opportunity to consolidate their knowledge of basic techniques, such as shooting, in a more directed and systematic way. Therefore, the command style approach greatly supports the development of basic motor skills that require repetition and deep understanding.

The results of this study are also in line with previous studies showing that command style can improve technical skills in a shorter time. Research by Toth and McDougall (2007) confirmed that structured teaching with direct instruction can significantly improve students' sports skills. In addition, Buchanan's (2004) research also supports these findings, showing that directed and repetitive instruction can help students master basic sports skills faster and better. This emphasizes that command style is a very effective approach in learning technical sports skills such as shooting.

Overall, the results of this study indicate that the application of the command style in sports learning has a significant effect on improving students' shooting abilities. Faster and greater skill improvements in the experimental group indicate that this approach can help students master basic techniques more efficiently and effectively. With clear instructions, repetition, and quick feedback, the command style has been proven to be a very effective method for improving technical skills in sports, especially in aspects that require precision and motor skills such as shooting in soccer.

4. Conclusion

The results of this study indicate that the application of the command style in sports learning, especially in improving students' shooting skills, is proven to be more effective than conventional methods. The faster and more significant improvement in skills in the experimental group indicates that the command style provides clear, directed, and systematic instructions, which greatly assist students in understanding and mastering basic techniques better. This approach is also supported by various learning theories and previous studies that show that structured and repetitive instructions are very effective in improving students' motor skills.

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How to cite this article:

Siregar, E. S., Sari, I. P., Susilawati, E., Priono, J., & Setiawan, A. (2025). The Influence of Command Style on Shooting Ability in Football Games at SMPN 2 Medan. *Journal of Educational Sciences*, 9(1), 231-240.
