

# Enhancing Mastery Of Slide Kick Skills Using The "Kick Me" Method Among 4th Year Students In Football

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**Abstract:** Football is a sport that requires a variety of techniques and skills, especially individuals to succeed in the sport. The skills in this game should be applied when the students are still in primary school to produce successful football players. However, the variety of techniques in learning does not guarantee to provide the best results. Teachers should choose one of the appropriate techniques for students to learn well. This experimental study aims to find a suitable technique to be applied to students to improve kicking skills in soccer. Respondents in this study are fourth-year students who follow physical education subjects at Sekolah Kebangsaan Canossian Convent Kluang. Respondents will be tested to kick before and after using the "Kick Me" Method and see the effect on their kicking skills. At the end of this study, every data obtained will be analyzed, and discussion will be done in the study.

**Keywords:** Slide Kick, Football, Training, Kick Me Method, Football Skill

## 1. Introduction

In Malaysia, education is one of the continuous efforts to further develop each person's potential in a comprehensive and integrated way to produce harmonious and balanced people intellectually, spiritually, emotionally, and physically based on their faith and obedience to God. The goal of this initiative is to create Malaysians who can contribute to the social peace and prosperity of the country in addition to being knowledgeable, responsible and capable of achieving personal well-being. Because of that, various subjects and skills have been implemented in education in the country to achieve this objective.

Physical exercise and understanding of health concerns are key components in the subject of physical education. In physical education classes, teachers must cover various topics related to sports and health. Rink (2002) argues that the first step in improving national sports performance is encouraging people to make sports a part of their lives. Therefore, in physical education and health, primary school students are exposed to various types of sports, such as football, netball, hockey, badminton, and so on. One of the sports in focus nowadays is football, which children and adults love.

The Fourth Edition Hall Dictionary (2017) states that sport refers to any physical activity (such as swimming, jogging, football games, tennis, etc., done for individual enjoyment). The basis for learning about sports is when you are in primary school. The Year 4 Physical Education Curriculum Standard Document shows that students are taught the basics of offensive sports such as football. The ability to kick the ball, catch the ball, dribble the ball, pass the ball, head the ball, and protect the goal are all abilities needed to be an athlete at a high level.

Additionally, Lazazzara (2011) stated that the term "training" or "drill" is used to describe any activity that systematically adds value to a person's knowledge, abilities, and

performance through the delivery of skills. Training is the process of acquiring and honing the information and abilities needed to perform at a higher level and ultimately achieve a predetermined goal. Training athletes in an organized and consistent manner can help them reach their full potential.

In terms of performance, athletes respond differently to various forms of training, as stated by Ardiansah and Sugiyanto (2018). According to research by Blynova (2020), it is important to use an approach to teaching exercises that can benefit athletes. This is due to the fact that the preparation and implementation of exercises that interest the athlete and cause a significant increase in performance.

## 2. Literature Review

Sports are a regular aspect of human life. A person's ability to go about their daily life without feeling tired can be improved by regular exercise. One's physical health, mental toughness, and sportsmanship can improve with regular participation in athletics. According to Novri Gazali, Romi C (2019), the ability to play football well at school is a reflection of a person's ability and skill level. The elements that influence or affect the mastery of basic skills in playing football must be practised correctly and continuously if the student wants to master the game.

Muhamad Hafiz Ismail, Ahmad Hashim, and Nelfianty Mohd Rashid (2016) found that high school students in Malaysia have feeble abilities and talents in football. There are still basic mistakes made by students throughout the Training. Of course, the lack of football fundamentals is unsurprising because several internal and external conditions influence it. Next Daniel, Parnell, Adam Nicholls, Edward Cope, and Richard Bailey (2016) state that it is important to focus on teaching strategies that increase students' chances of success in acquiring and using basic football skills.

In soccer, players can and should practice with various kicking techniques. The swipe kick is the fastest of the

several leg kick styles, followed by the inside leg kick and the outside leg kick. Novri Gazali, Romi C (2019) states that individuals must know how to perform this swipe kick. To create a powerful kick, one must first learn proper technique. Strong legs and skills help players kick with precision and power. A person may kick the ball with the intention of passing it to a teammate, take a corner kick or free kick, clear the ball out of the goal area, score a goal, or take a penalty kick. In 2021, Narmatha M, Janagesswary S, and Dinesh M developed a "Kick Me" method to teach elementary school students how to perform swipe kicks. To learn the swipe kick method correctly, students are instructed in the use of pedagogical tools. Like student-based learning incorporated into twenty-first-century curricula, students are given instruction in a skill, such as a dribbling kick, and then expected to practice the ability themselves.

A study by Haugen, Tønnessen, E, Hem, Leirstein, S, & Seiler (2014) states that Training to learn soccer differs from classroom teaching content. Teachers can arrange specific exercises for football games, stimulating students' interest and improving training efficiency to achieve a double effect in students. Football games can effectively arouse students' learning emotions, make them relax physically and psychologically, and thus relieve fatigue. Through the teaching of games, students can master all kinds of sports skills. Therefore, teaching the game of football plays an influential role in achieving the teaching target.

According to Pacheco R (2004), In the process of teaching and learning football, efforts should be made to use effective teaching methods, which are methods that make it possible to apply learning better. Based on a study by Dellal, Owen, Wong, D. P., Krustup, Exsel, M., & Mallo, J. (2012), to play high-level soccer, it is important to produce a consistent physical and mental foundation in young players with methods or a more specialized training program in sports team activities, as a small game. Interesting games and teaching tools that help in learning and teaching in the subject of physical education. Research from Azhar (2019) shows that students are more able to demonstrate high-quality technique when performing kicking skills thanks to the use of good teaching aids.

## 2.1 Kurt Lewin's Action Model (1946)

Kurt Lewin's theory (1946) became the basis of this study. Smith (2001) stated that, choosing the right model is important to direct action research in the right direction and not run away from the main purpose of the study. For action research, Kurt Lewin proposed a four-stage process in 1946, namely;

- I. Planning (Plan)
- II. Act (Act)
- III. Observe
- IV. Reflection (Reflect).

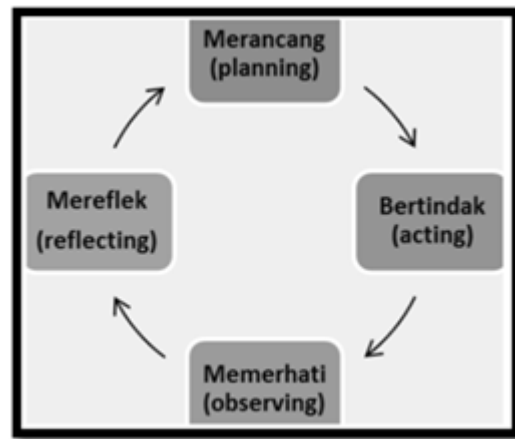


Figure 2.1 Kurt Lewin's Model (1946)

This model starts with the first step, which is planning. Planning is a procedure in which an organization sets its goals and objectives, formulates a comprehensive strategy to achieve those goals, and formulates a comprehensive strategy to coordinate and integrate all its actions Rosinah Edinin (2011) states that Kurt Lewin's model is used when the research problem or issue has been identified and validated required for accurate planning. Kurt Lewin argued that in order to solve a problem, researchers should devise a strategy to do so. Researcher actions require clarification of the nature of the problem at hand. Scientists organize classes in a way that helps students solve their own problems and achieve their goals. In this study, the researcher will first plan the use of appropriate methods to improve students' skills in the swipe kick. After that, the planning of the research activities from start to finish will be done using the method that has been chosen, which is the "Kick Me Method."

Next is to act. According to Kurt Lewin (1946), after completing the planning is to create a learning tool based on the characteristics found by the researcher. The researcher should now consider the type of input or data that needs to be included in the teaching material based on the initial test results. After planning the activity, the researcher implements it by using the 'Kick Me' method, which has been developed to determine the effectiveness of this action in increasing the respondent's mastery of the swipe kick.

Then is the third step, which is Observing. Kurt Lewin (1946) argued that observations should be used to measure the success of previous planning efforts. In addition to traditional note-taking methods, researchers can also capture visual and auditory data with the help of pictures and checkboxes. The researcher used various strategies to collect information about the effectiveness of implementing the 'Kick Me' method while practising it. Inspections before and after the event are common. By using the data collection method mentioned above, the researcher can evaluate the viability of the Kick Me approach before and after the intervention. The researcher will document the intervention with pictures to be used as data in the study and will show the results graphically.

Finally is the Reflection Step. As defined by Kurt Lewin (1946), reflection involves thinking and doing something about issues that arise in the classroom. When conducting an

action study, it is essential to take time to reflect on previous planning to inform ongoing planning in the following cycle better. Stepping back and considering how much my "Kick Me" strategy has benefited my students as they overcome their difficulties with swipe kicks is the next logical step in this investigation. After two trials, researchers will use the data to refine the 'Kick Me' approach, incorporating new features and educational practices needed to achieve the study's goals.

### 3. Methodology

#### 3.1 Research design

In this study, a descriptive research design was used. Chua (2006) explains that the data collected in quantitative Research is analyzed with statistical tests, and the research problem is stated in the hypothesis design. An experimental study design is conducted to allow the researcher to estimate the effect of an experiment. Experimental Research can be done in the laboratory, classroom and the field. This study conducted an experimental study in the field by taking students as the population. The researcher chooses a design to determine the validity of the conclusions that can be drawn from the study.

Experimental Research is the only type of Research that directly attempts to influence a specific variable, and when used correctly, it is one or more dependent variables. Experimental Research usually involves two groups of subjects, an experimental group and a comparison group, although it is possible to experiment with one group. This study used a pre- and post-experimental design in the form of one group.

#### 3.2 Study Instrument

In this study, the researcher used the test as an instrument. Tests are carried out before the research, and tests are carried out after the research.

In this study, the researcher uses a test as an instrument. Therefore, the researcher uses a set of tests. The test is carried out before the research, and the test is carried out after the research. Similarly, the respondents will do the Pre-Swipe Kick Test before the "Kick Me" Method is applied in the swipe kick. The researcher will record the test using the score form used.

The respondent will do the Post-Swipe Kick Test after applying the "Kick Me" method in the swipe kick. This is done to see if this method can provide the kind of effect that is wanted to be studied in this study. The researcher will record the test using the same score boring during the previous Pre-Swipe Kick Test.

#### 3.3 Study Respondents

This study was conducted at Canossian Convent Kluang National School. In this study, the selected respondents are students in year 4. A total of 30 students are in this class and have been selected based on an activity where the respondent has failed to perform a swipe kick correctly in the soccer game that has been taken during teaching and learning time. The researcher has selected 10 4th year students to participate in this study.

### 4. Research Findings

This study has been carried out according to the schedule built for the students. The pre-test has been done in advance, where the students will perform swipe kicks using the left and right foot in two trials that have been set. The researcher will record every result that has been obtained by the respondents in the study to find out the extent of the student's mastery of the swipe kick after being taught in the classroom. Once the results have been obtained, the "Kick Me" method that the previous researcher has created will be implemented for two weeks to improve the skills of the students in this swipe kick. The students will perform complete set repetitions to ensure they learn how to perform the swipe kick correctly. This is to ensure the effectiveness of the "Kick Me" Method. Then the Post-test will be carried out only after the students have applied the "Kick Me" Method to improve their swipe kick skills. The researcher will record the results obtained to see the differences that occur.

**Table 4.1** Results of the Pre Test in the Swipe Kick

BIL.	RESPONDENT	RIGHT FOOT KICK (THE FIRST ATTEMPT)	RIGHT FOOT KICK (SECOND ATTEMPT)	LEFT FOOT KICK (THE FIRST ATTEMPT)	LEFT FOOT KICK (SECOND ATTEMPT)	TOTAL SCORE	POTENTIAL
1	M1	0	1	1	1	3	WEAK
2	M2	0	0	0	0	0	VERY WEAK
3	M3	0	0	1	1	2	WEAK
4	M4	1	1	1	1	4	WEAK
5	M5	1	0	0	2	3	WEAK
6	M6	1	0	0	1	2	WEAK
7	M7	1	1	1	0	3	WEAK
8	M8	0	0	0	1	1	WEAK
9	M9	0	0	1	0	1	WEAK
10	M10	0	3	0	0	3	WEAK

**Table 4.2** Results of the Post Test in the Swipe Kick

BIL.	RESPONDENT	RIGHT FOOT KICK (THE FIRST ATTEMPT)	RIGHT FOOT KICK (SECOND ATTEMPT)	LEFT FOOT KICK (THE FIRST ATTEMPT)	LEFT FOOT KICK (SECOND ATTEMPT)	TOTAL SCORE	POTENTIAL
1	M1	0	1	0	1	2	WEAK
2	M2	0	0	0	0	0	VERY WEAK
3	M3	0	0	0	1	1	WEAK
4	M4	1	1	0	0	2	WEAK
5	M5	1	0	0	0	1	WEAK
6	M6	0	0	0	0	0	VERY WEAK
7	M7	0	0	1	1	2	WEAK
8	M8	0	0	0	0	0	VERY WEAK
9	M9	0	0	0	0	0	VERY WEAK
10	M10	0	1	0	0	1	WEAK

The results of the Pre Test in the Swipe Kick that were obtained show that the potential of the students still in the swipe kick is still in a weak state and this is very troubling to the researcher. Next, the Post-Test in the Swipe Kick shows a slight improvement compared to the previous Pre-test.

#### 4.1 First And Second Right Foot Kick Attempts



**Figure 4.1** (Left) First Attempt Right Foot Kick, (Right) Second Attempt Right Foot Kick

Figure 4.1 shows the marks the students got on the swipe kick test. Only four of the students, namely M4, M5, M6, and M7, succeeded in kicking on the first attempt, while the other six students could not do well. This shows the weak potential of the students. Which is the second diagram on the right is the result for the Second Trial of the Right Leg Kick where in the second trial they performed a right leg kick for the swipe kick test. During this experiment, a total of six students tried to kick and succeeded, namely M1, M3, M4, M6, M7 and M9 while four of these individuals were unsuccessful. M6 achieved the best score with 3 kicks. There was a noticeable improvement in the post-test using the right leg kick in the second trial.

#### 4.2 First And Second Attempt Left Foot Kick



**Figure 4.2** (Left) First Attempt Left Foot Kick, (Right) Second Attempt Left Foot Kick

Figure 4.2 above shows the scores achieved by the students on the post-test for their left foot swipe kick. In the first attempt, a total of four students tried the swipe kick and succeeded, namely students M1, M4, M7 and M10 while the other six students did not succeed. This shows the weak potential of the students. Next, on the second attempt, there were as many as five children who tried to kick, and the five students did not succeed and the other five students succeeded, namely these students are M1, M3, M4, M7, and M9. There was an improvement seen in the post-test using the left leg kick in the second trial.

### 5. Discussion

This study was done to examine the effectiveness of using the "Kick Me" method in football games. It aims to ensure that the students can master the skills of playing football well in the future. Because of that, choosing the best method and improving skills is important, especially in primary school.

Football today has experienced a paradigm shift. It has become a faster, more intense and more athletic game. Some sports are played on a large playing field, lasting long and without regular rest periods. Regardless of the level at which football is played, training and conditioning are now essential for the best performance on the pitch. During a match, soccer players travel 8-12 kilometres on average. The variety of movements is amazing. A roughly ninety-minute soccer match consists of 24% walking, 36% jogging, 20% running, 11% sprinting, 7% moving backwards and 2%

moving while in possession. Soccer coaches are always looking for ways to get the best out of their players during soccer training sessions at all levels, youth, amateur or professional. It's only enough to arrive at football practice if you prepare something, give the players a ball, and tell them to play the game. Therefore, the creation of a new method that can help students can help students to master kicking skills more quickly can have a big impact on those who aspire to become soccer players one day. Therefore, it is important that young players are allowed to develop by going to training and that parents encourage them to do so.

Next, based on the results obtained in the pre-and post-tests that were carried out, the researcher obtained no significant difference regarding the application of the "Kick Me" method to increase students' swipe kicks. Researchers have seen the pre-test results that show almost all students are not able to master the swipe kick well using both feet. After the application of the "Kick Me" Method, there are changes that can be seen from the left and right kicks of the students in the two experiments that have been carried out. Students who did not get a swipe kick score in the pre-test succeeded in scoring after applying the "Kick Me" method to master the swipe kick well. Although their potential is still at a weak level, this is a difference that can be seen in the use of this method to increase the mastery of the student's swipe kick in just two weeks. The study's first objective is to study the level of mastery of the left-foot swipe kick skill. From the tests that have been carried out, the researcher can conclude that the mastery of the swipe kick using the left foot is still at a weak level, even though there is a slight improvement that can be seen after the "Kick" method is run. The second objective is to study the level of mastery of the right foot swipe kick skill; from the results obtained as well, the researcher can conclude that the mastery of the swipe kick using the right foot is also still at a weak level. The final objective is to study the effectiveness of using the "Kick Me" method in football games. From the findings of this study, changes can be seen before and after using the "Kick Me" method. However, this change is less than expected by researchers. From this objective, the hypothesis in this study can also be answered by the researcher;

Rander, Nielsen, Krustup, and Sundstrup (2010) stated that the positive performance and health effects of a 12-week soccer training program could be maintained over a period of 1 year if soccer players regularly perform it. This means that fatigue takes a long time to see a positive effect, especially in football games. This can be supported by the research conducted by Buswell and Repp (1930) on the discipline of psychology. In this study, training for an exercise should be carried out regularly to see the desired results of an individual. Therefore, the insignificant difference after the application of the "Kick Me" method may be due to the infrequent training period and only carried out for two weeks. If the period given to carry out this method is long, it is possible that there is a big difference in the pre-and post-test in the use of the "Kick Me" method in the football game.

From this study as well, increasing the use of the non-dominant foot in football has shown benefits where it can increase self-confidence and talent.

## 6. Summary

Based on the results obtained from two attempts made by the respondent using the left foot, the researcher can see that the respondent's potential in this study is still weak even though the "Kick Me" method has been applied to the respondent. However, the effectiveness of this exercise can be seen from the difference in scores obtained by the respondents.

The use of the "Kick Me" method in improving the swipe kick is a new method. This method needs to be improved to ensure high effectiveness, especially in football. From this study, the researcher can see the effectiveness of this training through two tests that have been done. Maybe due to the little time in applying this method, the improvement seen is only a little. This suggests that a longer time may be required to see high efficacy.

Like other studies, this study also has its limitations where this study only focuses on fourth-year students in primary schools in Malaysia who are the respondents who have been selected in this study. The age of 10 has been set because, according to the sports development program, children receive playing experience and basic training from the age of 5 to 10, which in turn increases their enjoyment and interest in the activity. Different results may be achieved from students of different ages, as this study only looked at fourth-year students in primary school only. Therefore, the recommendation for future research is to focus on students in sports schools because the information obtained will be more reliable. After all, all students are athletes and training like this is very suitable to be studied to see its effectiveness for them.

Finally, this study provides many significant contributions to teachers to further improve their teaching and learning methods in the subject of physical education and health. From this study also, other researchers can make it a starting point for the application of the "Kick Me" method and try to find the best way for the effectiveness of this method to be used in teaching, especially to students in the future.

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