

# The Influence of The Teaching at The Right Level (Tarl) Approach on Basic Football Shooting Movement Skills

Farida Anesti Aprilia<sup>1\*</sup>, Dani Slamet Pratama<sup>1</sup>

<sup>1</sup>Physical Education, Health and Recreation, Faculty of Social Sciences Education, Semarang PGRI University, Semarang City, Indonesia

\*email corresponding author: [faridaanestiaprilia@gmail.com](mailto:faridaanestiaprilia@gmail.com)

Received: 31/12/2025

Revised: 07/12/2025

Accepted: 07/12/2025

Copyright©2024 by authors. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

## Abstract

The purpose of this study was to determine the effect of using the TaRL method on the ability to shoot football in class XI TKR 1 students of SMK N 3 Semarang. The research method used is the classroom action research (CAR) technique. Participants in this study were class XI TKR 1 students of SMK N 3 Semarang. The results of this study indicate that the TaRL method has succeeded in improving the learning outcomes of shooting football in physical education learning. The initial percentage of students who successfully shot football before receiving TaRL intervention was 33.33%. After the TaRL intervention was implemented, the final percentage of students who successfully shot increased to 83.33%. The use of the TaRL method has been proven to improve the learning outcomes of shooting football movements. So there is an influence of the TaRL method on students' abilities.

**Keywords:** Classroom Action Research, Shooting, Teaching at The Right Level

## How to cite:

Aprilia, F. A., & Pratama, D. S. (2024). The Influence of The Teaching at The Right Level (Tarl) Approach on Basic Football Shooting Movement Skills. *JUMORA: Jurnal Moderasi Olahraga*, 4(2), 265–270. <https://doi.org/10.53863/mor.v4i2.1479>

## 1. INTRODUCTION

Education is a process of forming individual character so that it is in line with the ideals of society, which can be achieved through formal and informal means, and aims to develop individuals who are knowledgeable, skilled, and moral. (Nasution et al., 2022). Education is essential for advancing the nation so all efforts are taken to ensure quality and effective education, including in physical education. Implementing education in Indonesia often faces challenges such as student passivity in learning. This can be caused by repetitive teaching methods, lack of connection between the curriculum and real-life situations, and excessive control by teachers during learning.

Physical education is a comprehensive approach to developing individuals in several dimensions, such as physical fitness, knowledge, and social-emotional well-being, through

participation in sports activities. The goal is to foster character, improve health, and achieve overall life balance (Aryandi et al., 2024). Physical education is a discipline that emphasizes increasing physical and spiritual growth, developing motor skills, and acquiring information and critical thinking skills (Yustiyati et al., 2024).

The basic shooting movement is pushing the ball through a kick towards the opponent's goal to achieve a goal (Suminta et al., 2021). The basic technique of shooting soccer can be done using various foot movements, namely the inside of the foot, the outside of the foot, and the inside. The inside of the foot is used to make a strong and precise straight kick, resulting in a curved trajectory inward. Shooting with the outside of the foot is used to make a curved kick outward, resulting in a fast and unpredictable horizontal attack. The instep is used to make a chip shot or hit the ball. In the implementation of education, there is a crucial factor that needs to be considered, namely the achievement of learning outcomes. Learning outcomes are measurable achievements achieved by students in a class through active interaction and produce good effects (Nurrita, 2018). Physical education learning outcomes refer to measurable changes in students' abilities that occur as a result of carrying out learning activities. These changes include increased knowledge, attitudes, and motor skills.

The learning approach refers to a specific method or plan used by teachers to effectively supervise and guide the learning process (Ridwan et al., 2017). Based on the idea of Ki Hadjar Dewantara, education seeks to maximize students' ability to adapt and develop in harmony with nature and the demands of the current era. One of the right learning methods to use to improve student learning outcomes in the Independent Curriculum is Teaching at The Right Level (TaRL). The TaRL approach is a pedagogical method that adapts learning experiences to the specific abilities of each student, without being limited by class or age limits, to maximize their potential. (Ahyar et al., 2022). The TaRL approach method is designed by grouping students into groups based on their characteristics. Each student has unique characteristics, including their initial understanding and level of academic achievement. Before implementing learning using the TaRL method, teachers must conduct an initial assessment or diagnostic assessment. The TaRL process begins with an initial assessment, followed by learning planning, learning implementation, reflection, and evaluation. Researchers have conducted an assessment at the initial stage. The results of this initial stage showed that 10 students (33.33%) completed it, while 20 students (66.66%) did not complete it.

The purpose of this study was to determine the effect of using the TaRL method on the ability to shoot soccer in class XI TKR 1 students of SMK N 3 Semarang. This study aims to determine whether the TaRL method can increase students' courage in shooting and whether the TaRL method can increase students' motivation in learning soccer shooting. Thus, this study is expected to contribute to the development of effective learning methods for improving students' shooting abilities, especially at SMK N 3 Semarang.

## **2. METHOD**

### **2.1 Participants**

Participants in this study were students of class XI TKR 1 SMK N 3 Semarang in the 2024/2025 academic year. The number of participants in this study was 30 students.

## 2.2 Research Design

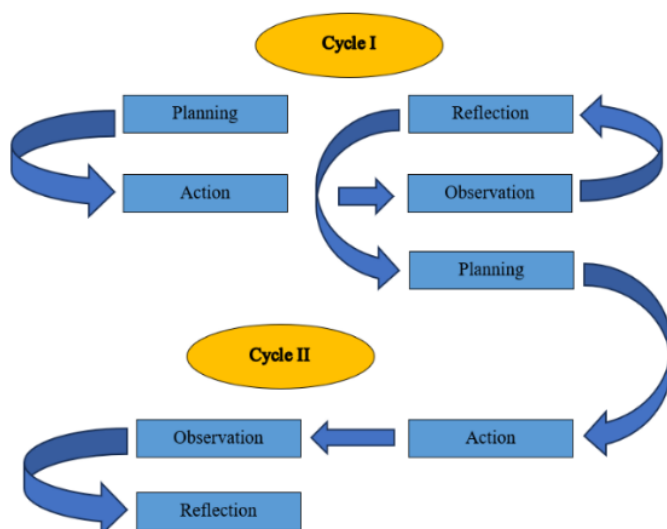
This study uses Classroom Action Research (CAR). According to Arikunto (2013), classroom action research is an examination of learning activities that are carried out simultaneously and intentionally. This method assesses students' learning outcomes by considering psychomotor aspects. Psychomotor aspects assess students' abilities in carrying out practical activities in physical education and sports lessons.

## 2.3 Procedures

This research uses two cycles, namely cycle I and cycle II from October - November 2024. The implementation process consists of four stages, namely: preparation, action, observation, and reflection. The CAR implementation process can be concluded in the following research design:

**Figure 1**

*Research Design*



The hypothesis in this study states that there is a significant influence of the TaRL method on students' ability to shoot soccer in cycle II. The data collection approach includes direct observation of the learning process as well as the application of practical assessments to measure student learning outcomes. In this study, researchers hope that at least 75% of the total number of students can complete the assignment, that is, they can improve their shooting abilities.

### 3. RESULTS

#### 3.1 Tables

**Table 1.**

*Table Pre-Cycle, Cycle I, and Cycle II Data*

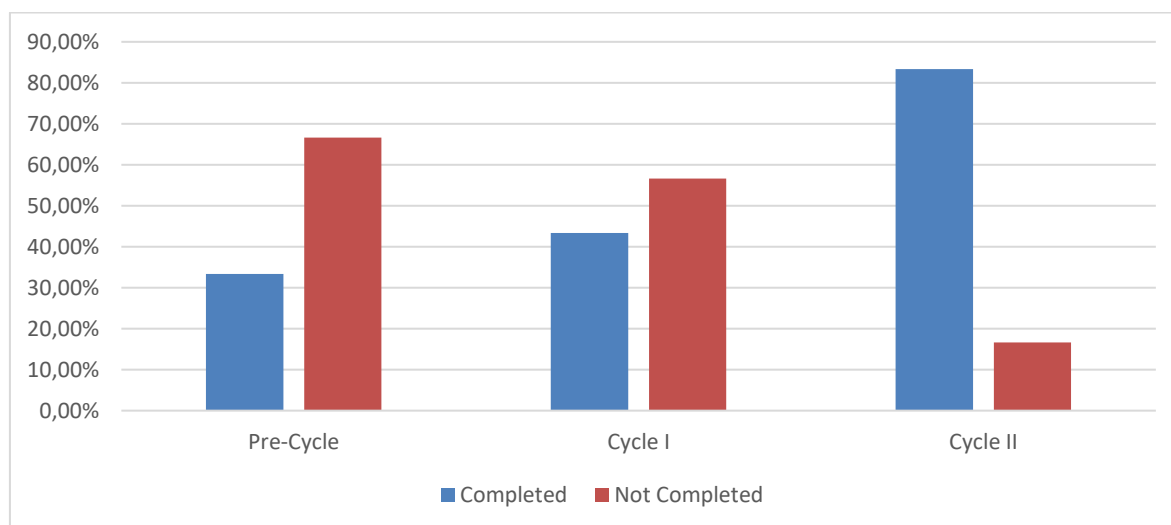
Descriptive Statistics				
	Frequency	Not Completed	Completed	Percentage
Pre-Cycle	30	20	10	33,33%
Cycle I	30	17	13	43,33%
Cycle II	30	5	25	83,33%

Source: Primary Data

#### 3.2. Figures

**Figure 2**

*The Figure of Percentage of Soccer Shooting Learning Outcomes*



*Note:* The figure demonstrates the result data *soccer shooting learning outcomes*

### 4. DISCUSSIONS

#### 4.1 Pre-Cycle

The initial or diagnostic assessment shows that students' shooting ability is still lacking and not optimal. In this assessment, students still show behavior that is less focused on their movements. This is indicated by the use of the wrong foot, the wrong direction of the kick, and the lack of power in kicking the ball. The results of this stage show that 10 students (33.33%) have completed it and 20 students (66.66%) have not completed it.

## 4.2 Cycle I

After the initial evaluation, in cycle I where students received treatment using the TaRL Technique, namely grouping students according to their respective abilities. At this stage, after students are grouped, the next action is to provide different interventions for each group. A total of 13 students (43.33%) of the total number completed the task, while 17 students (56.66%) of the total number did not complete the task. The current findings are not by the researcher's predictions, especially in terms of students achieving a completion rate of 75%.

## 4.3 Cycle II

In cycle II, students have shown an increase in their ability to shoot soccer. The results showed that 25 students (83.33%) successfully completed the training, while 5 students (16.66%) did not complete it. The use of the TaRL method has a large and beneficial influence on student learning outcomes. The results have met the researcher's expectations, namely that students achieved a completion rate of 75%.

Before implementing the TaRL method, some students still faced challenges in shooting soccer. This was due to the lack of differentiation in teaching, as well as the varying levels of students' understanding of the learning material and learning approaches. As a result, the implementation of learning became inactive. TaRL learning is intended to adjust the learning process to individual understanding and abilities. Teachers can group students into learning groups by considering their interests, initial abilities, and unique learning styles.

Based on the results of the application of the TaRL method given to students of SMK N 3 Semarang, it is known that in the early stages, there are still many students who are not able to carry out soccer shooting activities correctly, some of the majority of students are not yet focused on shooting. After being given treatment in cycle I, some students have improved but the number has not been by the target expected by the researcher. However, in cycle II most students have improved and the results have been by the researcher's target.

## 5. CONCLUSIONS

The findings of Classroom Action Research (CAR) show that the application of the Teaching at The Right Level (TaRL) method in physical education, especially soccer shooting, has improved the abilities of class XI TKR 1 students of SMKN 3 Semarang. The TaRL method shows efficacy in improving students' soccer shooting abilities. Therefore, the TaRL approach is appropriate when used in teaching physical education because it allows students to learn according to their respective levels of proficiency. This can effectively address the learning gaps that are commonly found in physical education.

### Acknowledgment

My gratitude to God and all parties who have helped in this research, to my lecturer, teachers of SMK N 3 Semarang, and students of class XI TKR 1 SMK N 3 Semarang.

## REFERENCES

Ahyar, A., Nurhidayah, N., & Saputra, A. (2022). Implementasi model pembelajaran TaRL dalam meningkatkan kemampuan literasi dasar membaca peserta didik di sekolah dasar kelas

awal. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(11), 5241-5246.

- Aryandi, M. R., Usman, A., & Juhanis, J. (2024). PENINGKATAN MOTIVASI BELAJAR PESERTA DIDIK DENGAN MENGGUNAKAN PENDEKATAN TEACHING AT THE RIGHT LEVEL PADA MATA PELAJARAN PJOK. *Global Journal Sports*, 2(2), 308-315.
- Nasution, F., Anggraini, L. Y., & Putri, K. (2022). Pengertian pendidikan, sistem pendidikan sekolah luar biasa, dan jenis-jenis sekolah luar biasa. *Jurnal Edukasi Nonformal*, 3(2), 422-427.
- Nurrita, T. (2018). Pengembangan media pembelajaran untuk meningkatkan hasil belajar siswa. *Jurnal misykat*, 3(1), 171-187.
- Ridwan, M., Darmawan, G., & Indiarsa, N. (2017). Upaya meningkatkan penguasaan keterampilan passing pada permainan sepakbola melalui pendekatan taktis. *Bravo's: Jurnal Program Studi Pendidikan Jasmani dan Kesehatan*, 5(1).
- Suminta, I., Nugroho, S., Afrinaldi, R., & Izzuddin, D. A. (2021). Pengaruh Gaya Mengajar Resiprokal Terhadap Gerak Dasar (Shooting) Pada Ekstrakurikuler Sepakbola di SMP Negeri 1 Rengasdengklok. *Jurnal Literasi Olahraga*, 2(2), 151-155.
- Syah, D. F., Suryaningsih, L., & Ridwan, M. (2024). OPTIMALISASI HASIL BELAJAR GERAK DASAR SHOOTING SEPAK BOLA MELALUI PENDEKATAN TARL: Meningkatkan hasil belajar gerak dasar shooting sepak bola. *Jurnal Keolahragaan JUARA*, 4(2), 1-7.
- Yustiyati, S., Dhafiana, N., Sabila, S. A., Indriani, T., & Mulyana, A. (2024). Meningkatkan minat belajar siswa SD dalam pembelajaran PJOK melalui permainan tradisional. *Jurnal Keolahragaan JUARA*, 4(1), 25-33.
- Yustiyati, S., Dhafiana, N., Sabila, S. A., Indriani, T., & Mulyana, A. (2024). Meningkatkan minat belajar siswa SD dalam pembelajaran PJOK melalui permainan tradisional. *Jurnal Keolahragaan JUARA*, 4(1), 25-33.