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Integrat Development of the Sila Football Learning Model at the Salvation Army Christian Middle School in Palu

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ABSTRACT

This research is based on the limited variety of sepak takraw learning models in sepak takraw, which causes students to experience difficulty in maintaining concentration and feel bored when participating in learning activities. This condition indicates the need to develop innovative, interesting learning models with varied activities. This study aims to produce a sepak takraw learning model in sepak takraw aimed at students of the Salvation Army Christian Middle School in Palu. The method used is research and development (R&D) with reference to the Borg and Gall model. This study involved 15 students in a small group trial and 25 eighth-grade students in a large group trial. Data were collected through observation and questionnaires, then analyzed using descriptive percentage techniques. The resulting product is five variations of the learning model, including Double Step, Bounce Ball, Relay Passing, Keep the Ball, and Color Zone. Based on the validation results, learning experts gave an assessment of 90.38%, while material experts gave an assessment of 91.66%. Furthermore, the results of the small group trial reached 84.44% and the large group trial obtained 89.13%. The assessment results indicate that the product development falls into the "Used" category and can be utilized as an alternative in learning sepak sila. Therefore, these five variations of the learning model can serve as guidelines for teachers to create more diverse and engaging sepak sila learning activities for students.

Keywords: *Development, Learning, Sepak Sila, Sepak Takraw*

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INTRODUCTION

Education is a conscious effort to realize a cultural heritage from one generation to the next. Education makes this generation a role model for the teachings of previous generations. To this day, education has no limits to fully explain its meaning due to its complex nature, such as its target, namely humans. This complex nature is often referred to as educational science. Educational science is a continuation of education. Educational science is more related to educational theory, which prioritizes scientific thinking. Education and educational science are related in both practical and theoretical senses. Therefore, in the process of human life, both collaborate.(Abd Rahman BP et al., 2022).

Education is a medium that plays a role in enlightening the nation's life and bringing a nation into an era of enlightenment. Education is one of the pillars in eradicating poverty of knowledge, resolving the problem of ignorance, and resolving the nation's problems that occur. Education also fundamentally plays a crucial role in enlightening the nation's life, with the goal of improving the quality of human life in Indonesia, both

socially, spiritually, and intellectually, as well as professional abilities in conducting learning in schools. Learning is also a process of permanently changing a person's attitudes and behaviors that result from experience and the learning process. (Astuti et al., 2023)

Sport is a human physical activity that strives to form a complete human being who is physically and spiritually healthy and has a good mentality, that sport is regulated systematically according to statutory regulations, especially in Indonesia because sport is a means that can be cultivated to raise the dignity and honor of a country if the country can be known by other countries, so that Indonesia can be taken into account by other countries in sports.

Physical education is an essential component of the educational process, which is why it is crucial to achieve this outcome when introducing it into the curriculum. Teachers must be able to provide a variety of fundamental movement skills, play tactics and strategies, values to their students such as (honesty, work, teamwork, sportsmanship, etc.) and the goal of physical education is to help children have fun, be creative, inventive, and learn new skills.

To achieve these goals, a positive environment is essential, with many stakeholders, including families and schools, playing a significant role and responsibility. Physical education teachers, in particular, play a crucial role in achieving the desired learning objectives. The physical activities chosen should be tailored to the desired objectives and student capabilities. Physical education instruction must also be tailored to the developmental stage and characteristics of the students to ensure optimal student absorption of the material (Siregar, 2023).

Physical education is essential at all levels of education, from junior high to senior high school, as it is inseparable from general educational goals and maintains a balance between physical and spiritual development. Physical education and health (Penjaskes) subjects place a strong emphasis on psychomotor skills, including sepak takraw.

In 1866, the Malaysian Sports Association drafted the first rules for sepak takraw. Four years later, the association introduced the first volleyball-style match. Within a few years, sepak takraw was incorporated into the curriculum in Malaysian schools. By the 1940s, the modern version of sepak takraw had spread throughout Southeast Asia, along with its formal rules.

The sport is officially known as 'sepak takraw'. "Sepak" is the Malay word for kicking, and "Takraw" is the Thai word for a woven ball. Therefore, sepak takraw literally means kicking a ball. The choice of this name for the sport was essentially an agreement between two countries: Malaysia and Thailand. In Indonesia, particularly in South Sulawesi, sepak raga or takraw is called meraga or maddaga, which is derived from the Bugis word siraga-raga, meaning to entertain each other.

Sepak takraw remains a relatively new sport, not yet popular among all levels of society. It has only recently reached the lower-middle class. This is because it is difficult to play, carries a higher risk of injury or illness, and some groups still consider it a violent sport. Nevertheless, sepak takraw has developed remarkably rapidly. This is evident from 1983, when all regions in Indonesia had regional administrators (PENGDA), now known as the Provincial Administrators (PENGPROV) of the All-Indonesia Sepak Takraw Association (PSTI).

Sepak takraw has been internationally recognized as an Asian governing body since 1982, and its international development is now impressive. Not only Southeast Asian countries are developing the sport, but almost every nation in the world, including America, Australia, and others, is also developing sepak takraw.

Sepak takraw is a game that uses a net as a barrier and has...The field size is rectangular and can be played in open or closed spaces (Saputra et al., 2019). Sepak takraw is a game that predominantly uses the left and right feet to play the ball (Wiyaka et al., 2024). In general, sepak takraw games, specifically using the feet, are used to control and pass the ball (Mamu et al., 2022). Sepak takraw is a game that resembles badminton and volleyball, the only difference being that sepak takraw is played using the feet (Syam, 2022).

Sepak takraw is a game played on a field usingA ball made of woven rattan or plastic (Mariadi et al., 2020). Sepak takraw is a sport that incorporates movement elements from other sports such as football, badminton, and gymnastics (Akbaruddin & Hasanuddin, 2023). Sepak takraw emphasizes ball handling skills as a way to improve basic skills. Sepak takraw is a popular sport that is often played, especially in Southeast Asia, where matches are frequent. The core techniques of the game consist of serving techniques such as tekong, petting, smashing, heading, and blocking.

According to (Padli et al., 2023) sepak takraw game can be said to be onea sport that has a very high complexity in movement techniques that contain acrobatic elements that require high movement skills where in this sport playing the ball with one foot and the ball must not fall to the floor. According to (Zallaf, 2021) sepak takraw is a sport that can be accepted by all levels of society, both men, women, adults and children. According to (Indrawan, 2018) sepak takraw is a sport that is not easy to play, because in playing sepak takraw a person must have various skills such as dexterity, agility and flexibility, especially in the feet, because sepak takraw has acrobatic elements that can be seen from several movement techniques, such as when serving, smashing, and blocking.

Sepak takraw is a combination of three games, namely soccer, volleyball, and badminton. Sepak takraw is a game played on a field measuring 13.40 x 6.10 m divided by two lines and a net (net) 1.55 high with a 72 cm sheet and a net hole of about 4-5 cm. The ball is made of rattan or plastic (synthetic fiber) woven with a circle of 42-44 cm. Sepak takraw generally uses all parts of the body except the arms. The game begins with a serve in the service circle, then a hitter is tasked with serving using his feet, this player can be called a tekong. The serve is declared successful if it passes over the net, then the opponent can return the ball a maximum of three times, either one person or a teammate to return the ball crossed over the net so that it falls in the opponent's court. Sepak takraw has its own rules, so that it will differentiate the game from other sports (Saputro, 2017).

From the several definitions above, it can be concluded that the game of sepak takrawis a game played by 2 opposing teams using the left foot, right foot, head, shoulder, thigh, chest, and other body parts that are permitted to be used according to applicable regulations. By using the net boundary to determine the area of the opposing team's court, returning to the original position to receive the ball returned by the opponent (Wulandari & Irsyada, 2019). The development of a sila service skill training model can help players and coaches improve the quality of their sila service in training sessions or matches (Paosan et al., 2024).

The development of sepak takraw must take into account the principle of adaptation in game modifications. This principle is often referred to as body scaling, noting thatPhysical aspects. According to (Gunawan & Fardi, 2020), basic sepak takraw technique training must be repeated to achieve maximum results. According to (Alfiandi & Ali, 2018), training is also defined as a repetitive process that increases potential in order to achieve maximum performance and has the goal of improving athlete performance. According to (Artyhadewa, 2017), serving is the first ball presentation in

sepak takraw. According to (Abdillah, 2021), the sepak takraw sila training model developed in sepak takraw is very suitable for use in sepak takraw sila training.

In sepak takraw, there are many basic techniques that a player must master, including the basic sepak takraw (sila kick), the kick (cucking kick), the kick (memaha), the heading, the serve (tekong), the smash, and the block. Of the basic techniques mentioned above, several techniques are essential, namely defensive and offensive techniques. Defensive techniques include a good sepak takraw (sila kick) and a block. Meanwhile, offensive techniques include the smash and the serve (tekong). A sepak takraw player must possess good sepak takraw skills to perform both defensive and offensive techniques in sepak takraw. Because sepak takraw is also a very dominant movement in sepak takraw, sepak takraw can be defined as a way of playing the ball effectively and efficiently to achieve optimal results.

Of the many basic techniques in sepak takraw, sepak sila is one of the dominant and important prerequisites for playing well. Sepak sila is considered a very vital basic technique in sepak takraw because it has many functions, such as passing to a teammate. Sepak sila training in sepak takraw games, which until now, coaches have only done or given monotonous sepak sila training, such as drill training methods, each coach only throws the ball to each athlete, then each athlete performs sepak sila in their respective positions, or athletes are only given the ball and then the athletes perform sepak sila against a wall.

Based on the results of filling out the needs analysis questionnaire by students at the Palu Salvation Army Christian Middle School, it was found that as many as78% of students feel the needdevelopment of learning models withgame method, temporaryAnother 22% felt less needy. In the process of sports learning, it is seen thatstudent interest is still relatively lowThis is shown by their tendency totalk more to yourself when the teacher explains the material. However, most students showedinterest in the game of sepak takraw, as seen from their activity playing sepak takraw during break time. Based on the results of the questionnaire and observations, it can be concluded thatdeveloping an interesting and effective learning model is very necessary. Researchers plan to create a learning model that is capable ofattract students' attention and increase their enthusiasm in following the lessonThis is important, considering that elementary school students generally prefer play-based activities. Therefore, by implementing varied and engaging learning models, it is hoped that students will avoid boredom and become more engaged in the learning process.

METHOD

This study adopts the research and development method (Research and Development) proposed by Borg and Gal, which focuses on creating a specific product and testing its effectiveness. This development procedure follows the modified method of Tapo (2017). There are nine steps in the development procedure that are adjusted to field conditions: Research on existing products through literature studies and field research, product development planning, Internal product design testing through validation by experts, Revision of the initial product design based on input from expert validation, Limited trials on a small scale, Product revision based on the results of limited trials, Main field trials in large schools, Product revision based on the results of the main field trials. The final product is the result of development from the previous stages. By following this procedure, this study aims to produce an effective short-distance running learning model in improving soccer skills, especially for students of the Salvation Army Christian Middle School in Palu. This model will be realized in the

form of a learning guidebook along with the implementation of products that have passed the stages of validation, evaluation, and revision.

RESULT AND DISCUSSION

Early Product Development

The results of the development of a sepak sila learning model for sepak takraw for students at the Salvation Army Christian Middle School in Palu are presented in a script containing various learning models. These models are designed to be implemented in sepak sila learning to help improve students' skills and understanding of sepak takraw.

Initial Product Development

In the initial product development of the sepak sila learning model, the researcher created a product design for the sepak sila learning models in sepak takraw games. The developed products were evaluated by learning experts and game experts on the sepak sila learning models in sepak takraw games for students of the Salvation Army Christian Middle School in Palu. The following data was obtained:

Assessment Results of Learning Experts and Material Experts

The development product submitted to the learning and materials experts is a guidebook containing several sepak takraw learning models, including sepak sila. Descriptive presentations of the validation results from the learning experts will be presented using a questionnaire with instruments shown in the table below:

Learning Expert Assessment Results

Table 1.Learning Expert Validation Results

No	Aspect	Score		Criteria
		X	XI	
1.	Correct sentence writing according to EYD	3	4	75% Used
2.	The language used is clear and easy to understand.	3	4	75% Used
3.	Accuracy of selection of materials used for the guide	4	4	100% Used
4.	Sentences represent the content of the message or information you want to convey.	4	4	100% Used
5.	Use of terminology that is appropriate to the main concept of discussion	3	4	75% Used
6.	The content of the material presents a complete structure of parts.	4	4	100% Used
7.	The material for selecting interesting and non-monotonous learning variations	3	4	75% Used

8.	The sentences used are simple and straight to the point.	4	4	100% Used
9.	The selection of material titles in the book is easy to understand	4	4	100% Used
10.	Examples of variation learning movements contained in the material in the book are very clear	4	4	100% Used
11.	The truth of the content of the material arranged in sentences	4	4	100% Used
12.	Variation of learning materials according to the characteristics of students at the Palu Salvation Army Christian Middle School	4	4	100% Used
13.	Bibliography Presents extensive material to study	3	4	75% Used
AMOUNT		47	52	**90.38%**

The data listed above is the result of a calculation process using the following formula:

$$P = \frac{\sum X}{\sum Xi} X\ 100\%$$

Information:

P : Percentage

∑X : Total number of respondents' answers in one item

∑Xi: The total number of ideal values in all items

100% : Constant.

If calculated then:

$$P = \frac{\sum X}{\sum Xi} X\ 100\%$$

$$P = \frac{47}{52} X\ 100\%$$

= 90.38%

According to the results that have been proven by learning experts, the development of the sepak sila learning model in sepak takraw with a proportion of 90.38% according to learning experts, this means that the development of the sepak sila learning model in sepak takraw learning is in the category of "Used, can be used but needs minor revisions". In this case, researchers need to make slight revisions according to the suggestions of learning experts..

Material Expert Assessment Results

Table 2.Material Expert Validation Results

No	Aspect	Score		Criteria
		X	XI	
1.	The physical activity model contains clear learning objectives.	3	4	75% Used
2.	The suitability between the physical activity model and the achievement level of upper class students (aged 13-14 years and above)	3	4	75% Used
3.	The appropriateness of the content of the physical activity model for upper class students (13-14 years)	4	4	100% Used
4.	The material presented contains stages of implementation	4	4	100% Used
5.	The physical activity model developed is easy to understand.	3	4	75% Used
6.	The equipment needed in the physical activity model is used safely for students.	4	4	100% Used
7.	The equipment used in the physical activity/game model is easy to obtain and understand.	4	4	100% Used
8.	The arrangement of equipment in the physical activity/game model is clear	3	4	75% Used
9.	Model of safe physical activity/play carried out by male/female students	4	4	100% Used
10.	Model of physical activity/games that are interesting for students	4	4	100%% Used
11.	Model of safe physical activity/play carried out by students	4	4	100% Used
12.	Names of interesting physical activities/games for students	4	4	100% Used
13.	The time required to implement the physical activity/game model developed according to	4	4	100%% Used
14.	Physical activity/game models developed using standard language according to EYD	4	4	100% Used
15.	The suitability of the layout of physical activities/games in developing clear basic movements	3	4	75% Used
AMOUNT		55	60	**91.66%**

The data listed above is the result of a calculation process using the following formula:

$$P = \frac{\sum X}{\sum Xi} X\ 100\%$$

Information:

P : Percentage

∑X : Total number of respondents' answers in one item

∑Xi: The total number of ideal values in all items

100% : Constant.

If calculated then:

$$P = \frac{\sum X}{\sum Xi} X\ 100\%$$

$$P = \frac{55}{60} X\ 100\%$$

= 91.66%

Media Expert Assessment Results

Table 3. Media Expert Validation Results

No	**Rated aspect**	**Assessment Score**			
		1	2	3	4
1.	The cover design of the guidebook is attractive and matches the contents of the book.				4
2.	The title on the cover is clearly visible and easy to read.				4
3.	Placement of images and illustrations according to the material being explained				4
4.	The font size of the content is comfortable to read.			3	
5.	The type of font used is easy to read				4
6.	The images presented are in accordance with the soccer learning model.			3	
7.	Pictures/illustrations can help readers understand how the game is played.				4
8.	The image quality is clear and not broken.			3	

9.	The overall appearance of the book looks attractive and not excessive.			3	
10.	Visual instructions and information are easy to understand for both teachers and students.			3	
11.	The guidebook view supports users in following the game stages.				4
12.	Practical guidebook media is used as a support in PJOK learning.				4
AMOUNT				**15**	**28**

Initial Product Revision

After going through the product development validation stage, the researcher received a number of inputs and suggestions from learning experts and game experts. Based on this input, the researcher revised the developed product as an effort to improve it so that the product better suited the characteristics and needs of students at the Salvation Army Christian Middle School in Palu. The revisions made to the guidebook for the sepak takraw learning model for students at the Salvation Army Christian Middle School in Palu based on the suggestions from the two experts are as follows:

Product Trial

During the product trial phase, researchers conducted direct testing on 15 students from the Salvation Army Christian Middle School in Palu. This trial began with small-group testing aimed at identifying various deficiencies and weaknesses in the developed product. Through this phase, researchers obtained student feedback and responses as evaluation material for product refinement. The results of the student questionnaires completed during the small-group trial phase are presented in the following table:

Table 4.Data from the Results of Completing the Small Group Product Trial Questionnaire

No	Aspect	Score		Criteria
		X	XI	
1.	Model 1 of the soccer practice is carried out	52	60	86% Used
2.	Implementation of model 1 precepts is carried out	39	60	65% Used
3.	Benefits of the 1st model of cross-legged soccer training	56	60	93% Used

4.	Model 2 of the cross-legged soccer practice is carried out	57	60	95% Used
5.	Implementation of model 2 precepts is carried out	45	60	75% Used
6.	Benefits of the 2nd model of cross-legged soccer training	53	60	88% Used
7.	Model 3 of the 3rd style of soccer practice is carried out	55	60	91% Used
8.	Implementation of model 3 of the sila soccer training	45	60	75% Used
9	Benefits of model 3 of the 3rd style of soccer training that has been implemented	54	60	90% Used
10.	Model 4 of the 4th style of soccer practice is carried out	57	60	95% Used
11.	Implementation of Model 4 of the 4th model of soccer practice	47	60	78% Used
12.	Benefits of the 4 style of cross-legged soccer training	57	60	95% Used
13.	Model 5 of the 5th style of soccer practice is carried out	53	60	88% Used
14.	Implementation of Model 5 of the 5th model of soccer practice	38	60	63% Used
15.	Benefits of the 5 model of cross-legged soccer training	52	60	86% Used
AMOUNT		760	900	**84.44%**

The data listed above is the result of a calculation process using the following formula:

$$P = \frac{\sum X}{\sum Xi} \; X \; 100\%$$

Information:

P : Percentage

∑X : Total number of respondents' answers in one item

∑Xi: The total number of ideal values in all items

100% : Constant.

If calculated then:

$$P = \frac{\sum X}{\sum Xi} \; X \; 100\%$$

$$P = \frac{760}{900} \; X \; 100\%$$

= 84.44%

Based on the assessment results of students at the Salvation Army Christian Middle School in Palu during the small group trial phase, the product of the development of the sepak sila learning model in sepak takraw games obtained a percentage of 84.44%. These results indicate that the developed product is in the category of "Used and requires minor revisions", so it is suitable for implementation in the sepak takraw learning process. However, during the trial implementation, several obstacles were still encountered, namely some students had difficulty in understanding and implementing the game and appeared less flexible in participating in learning activities. Therefore, the researcher provided motivation and implemented a learning approach through more interesting and easy-to-understand game activities. These efforts were made so that students would be more familiar with the developed learning model so that the trial implementation could continue to the usage trial stage.

Product Revision

After conducting a trial of the product development in a small group and receiving an assessment questionnaire from students of the Salvation Army Christian Middle School in Palu regarding the product development, the author did not need to revise the product and immediately proceeded to the trial usage stage (large group).

Usability Trial (Large Group)

After the product trial phase in small groups was completed, the researchers continued the research with a large group trial. At this stage, the product development model for the Sepak Takraw learning game was implemented with students at the Salvation Army Christian Middle School in Palu. Next, the researchers asked the students to complete an assessment questionnaire to evaluate the product. The results of the students' assessment of the product development model are presented in the following table:

Table 5.Data from the Results of Completing the Large Group Product Trial Questionnaire

No	Aspect	Score		Criteria
		X	XI	
1.	Model 1 of the soccer practice is carried out	90	100	90% Used
2.	Implementation of model 1 precepts is carried out	90	100	90% Used
3.	Benefits of the 1st model of cross-legged soccer training	90	100	90% Used

4.	Model 2 of the cross-legged soccer practice is carried out	92	100	92% Used
5.	Implementation of model 2 precepts is carried out	90	100	90% Used
6.	Benefits of the 2nd model of cross-legged soccer training	90	100	% Used
7.	Model 3 of the 3rd style of soccer practice is carried out	90	100	% Used
8.	Implementation of model 3 of the sila soccer training	84	100	84% Used
9	Benefits of model 3 of the 3rd style of soccer training that has been implemented	88	100	88% Used
10.	Model 4 of the 4th style of soccer practice is carried out	89	100	89% Used
11.	Implementation of Model 4 of the 4th model of soccer practice	86	100	86% Used
12.	Benefits of the 4 style of cross-legged soccer training	89	100	89% Used
13.	Model 5 of the 5th style of soccer practice is carried out	90	100	90% Used
14.	Implementation of Model 5 of the 5th model of soccer practice	89	100	89% Used
15.	Benefits of the 5 model of cross-legged soccer training	90	100	90% Used
AMOUNT		1,337	1,500	**89.13%**

The data listed above is the result of a calculation process using the following formula:

$$P = \frac{\sum X}{\sum Xi} \; X \; 100\%$$

Information:

P : Percentage

∑X : Total number of respondents' answers in one item

∑Xi: The total number of ideal values in all items

100% : Constant.

If calculated then:

$$P = \frac{\sum X}{\sum Xi} \; X \; 100\%$$

$$P = \frac{1.334}{1.500} \; X \; 100\%$$

= 89.13%

According to the results proven by students in the trial usage group (large group), students felt comfortable and enjoyed learning using the game method because they had tried it on a small scale before.

Final Product Revision

Based on data obtained from the trial use on a large group, it can be concluded that the product developed for the sepak takraw learning model is suitable for use as a learning guide for beginner students. Therefore, the developed learning model meets the eligibility criteria, requiring no further revision and can be used in the sepak takraw learning process.

DISCUSSION

Discussion of Research Results and Analysis

In developing the Sepak Sila learning model in the Sepak Takraw game for students of the Palu Salvation Army Christian Middle School, the researcher used the development procedure according to Borg and Gall which consists of 10 stages, namely potential problems, collecting information, product design, design validation, design revision, product trial, usage trial, product revision, and mass production.

The validation data in this study were obtained through assessments conducted by expert learning and game experts. After obtaining the validation results, the researchers made product improvements based on the criticism and suggestions provided by each validator. The assessment results showed that the validation from the learning experts achieved a percentage of 90.38%, categorized as "Used," while the validation from the game experts achieved a percentage of 91.66%, categorized as "Used."

Furthermore, to determine the feasibility of the developed product, the researcher conducted an assessment through the responses of students at the Salvation Army Christian Middle School in Palu. Based on the assessment results, a percentage of 89.13% was obtained with the category "Used". These results indicate that the product developed as a learning model for sepak takraw is very suitable for use as an alternative learning guide for beginner students. In addition, the implementation of this learning model is expected to increase student interest, motivation, and engagement in participating in Physical Education (PJOK) learning, especially in sepak takraw material.

Furthermore, from the results of the questionnaire analysis on students of the Salvation Army Christian Junior High School in Palu, it can be seen that the development of the Sepak Sila learning model in the Sepak Takraw game can increase students' interest in participating in Sepak Takraw learning. With the comparison of figures to show that small group trials and large group trials have developed, it can be concluded that by developing the Sepak Sila learning model in the Sepak Takraw game for students

of the Salvation Army Christian Junior High School in Palu, it can eliminate boredom in implementing Sepak Takraw game learning with varied learning models.

Product Discussion

The Sepak Sila learning model in the Sepak Takraw game created by researchers is a product that aims to help teachers in providing variations in Sepak Sila learning to improve Sepak Sila skills in students, and as a reference for sports learning teachers.

The Sepak Sila learning model in Sepak Takraw is designed based on the students' needs in the Sepak Takraw learning process. After reviewing several aspects of this product, we can also present some of its advantages, including:

a) The models used are very varied and can increase students' enthusiasm and motivation in learning Sepak Takraw.

b) Improve your skills in Sepak Sila techniques by using models that are already in various forms.

c) This learning model can eliminate boredom when following the Sepak Takraw learning process, especially Sepak Sila.

d) Contribution to knowledge in the world of sports, especially in the branch of Sepak Takraw

CONCLUSION

Based on the results of the research on the development of the sepak takraw learning model in the Salvation Army Christian Junior High School in Palu, it can be seen that this study produced five variations of the learning model: Double Step, Bounce Ball, Relay Passing, Keep the Ball, and Color Zone. These five variations are designed to provide more diverse and engaging learning activities. Furthermore, these models can serve as an alternative for teachers in delivering basic sepak takraw techniques and provide a more enjoyable learning environment for students. The resulting product underwent a feasibility assessment process by learning experts and material experts. Based on the validation results, the learning experts gave a score of 90.38%, while the material experts received a score of 91.66%. Both results fall into the "Used" category. Therefore, the developed learning model is deemed suitable for use, taking into account the various suggestions and input from the experts.

In the small group trial phase involving 15 students, the product received a score of 84.44%. Meanwhile, the large group trial with 25 students yielded a score of 89.13%. These results indicate that the developed learning model received a positive response from students and was categorized as "Used." The higher score in the large group trial also indicates that the learning model was well-received by students. Based on the overall research results, the five variations of the sepak takraw learning model developed are deemed suitable for use as guidelines and alternatives in learning activities at the Salvation Army Christian Middle School in Palu. This product development is expected to support teachers in implementing more varied learning, encourage student engagement, and foster interest and motivation in learning sepak takraw, particularly in the basic sepak takraw techniques.

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