

Improving Learning Outcomes of Football Passing Using the Teaching Game for Understanding Method

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Abstract

This research is based on the results of researchers' observations that physical education learning at MTs Attauhid uses media targets. As a result, the classroom atmosphere is monotonous and boring. this can be seen from the decrease in learning enthusiasm and learning outcomes. The research problems are (1) Can the teaching games for understanding model improve student learning outcomes (2) How much is the increase in the TGFU learning model. The research uses a classroom action research approach (CAR) with research subjects class V Mi Tarbiyatul Islam students. The research was carried out in two cycles, using instruments in the form of lesson plans, student observation sheets, and student learning test results. as many as 16 students or 80% completed and 4 students or 20% not completed. With an increase that occurs in students and exceeds 65% of the success indicators, the learning improvement is declared successful. (2) The application of the TGFU learning model is expected to be more active in learning and better understand what is being learned. (3) The TGFU model can be used as a learning choice at MTs Attauhid so that it can improve the quality of education.

Keyword: Learning outcomes, passing football, teaching game for understanding.

1 INTRODUCTION

Education in Indonesia consists of various types, including formal, non-formal and informal education, which includes various levels and pathways according to individual needs and interests (Sulistiani, D., 2019; Ardhi et.al, 2024). Even though they differ in form and method, all education systems in Indonesia have the same goal, namely developing people with broad insight, noble character, and the competence to contribute positively to society and national development (Lubis, N. S., 2022; Farid & Santosa, 2024;). Through education, it is hoped that the young generation will not only have strong academic knowledge, but also critical thinking skills, creativity and strong character to face global challenges in the future.

Schools offer a wide range of subjects, from science and mathematics to the arts and humanities, but physical education (PE) plays a unique role in helping students develop their full potential and shape their behavior (Brown, B. A., Boda, P., Lemmi, C., & Monroe, X., 2019). Physical education is not just about promoting physical fitness; it also fosters teamwork, discipline, self-confidence, and a healthy lifestyle. In Indonesia, PE is an essential part of the education system, as it encourages students to adopt positive habits and attitudes towards physical health from an early age. By integrating physical education into the curriculum, schools aim to produce well-rounded individuals who are not only academically competent but also physically active, mentally resilient, and socially responsible. Understanding the value of physical fitness and its impact on overall well-being is a critical lesson that students can carry with them throughout their lives, contributing to their personal growth and the health of the wider community (Gray, S., Mitchell, F., Wang, C. J., & Robertson, A., 2018).

Based on the description above, physical education is essentially an effort made by utilizing physical activity which aims to improve individuals both in terms of cognitive, effectiveness and psychomotor (Kanca, I. N., 2018). We can stimulate children's growth and development as expected if physical education is not carried out seriously and regularly, thus there are several characteristics of educational activities, namely: goal-oriented, carried out in a planned manner, takes place in sufficient repetition, there is communication between educators and students. These four elements can be found in actual physical education.

According to the game of football is a sport that requires complex movements and skills, for this reason the players must master the basic techniques needed in the game of football, such as passing the ball, controlling the ball, dribbling the ball. (dribbling the ball), shooting the ball (shooting the ball), and heading the ball (heading the ball), which are good (Maulana, R. D., 2021).

In the game of football, one technique that must be mastered is passing. Passing is the basic technique that is most often used in the game of football (Chan, A.A.S., 2021). Passing is one of the basic techniques in the game of football that every player must master, because this skill helps in building attacks towards the opponent's defense and can create opportunities for goals. Iqbal, M (2021), Seeing how important it is to master the basic techniques of playing football, every beginner player (school student) needs to be trained properly and correctly.

Passing learning requires teacher creativity which can encourage students to play an active role in learning. The success of teaching and learning activities in physical education learning can be measured by the success of students in participating in the learning (Prabowo, R. A., et.al). The success of physical education in schools depends on teacher creativity and the application of learning approaches that are appropriate to the material being taught. This success can also be seen from understanding and mastery of the material which is ultimately shown in student learning outcomes. The higher the understanding, mastery of the material and learning outcomes, the higher the level of success in learning. The higher the understanding, mastery of material and learning outcomes, the higher the level of learning success (Chan, A. A. S., Putra, D. D., & Okilanda, A. (2021).

Low student learning outcomes depend on the learning process faced by students. In learning physical education, especially football, teachers must master the material being taught. Apart from that, teachers must also be creative in making various variations of learning which aim to reduce students' boredom and boredom during the learning process. The teacher's task to optimize learning is as a facilitator who is able to develop innovative learning conditions to create a pleasant learning atmosphere for students.

Teacher creativity in learning is expected as one way to improve student learning outcomes. Through the teaching game for understanding method, learning to pass with the inside of the foot is expected to help students improve learning outcomes and raise students' enthusiasm for learning. The reason for using the teaching game for understanding method in learning inside leg passing is to help students be able to direct the ball and be accurate. It is hoped that it can improve learning outcomes for passing with the inside of the foot.

In physical education subjects, all components will be obtained as changes resulting from learning that occur in various behaviors, from the cognitive, affective and psychomotor domains (Dwiyogo, W. D., 2020). This change is permanent, the process of changing behavior is expressed in the form of mastery, use and assessment of attitudes and values of knowledge. Learning is closely related to learning methods because learning models are one of the components that determine the success of learning. Learning models include peer teaching, direct instruction, cooperative learning, inquiry, personal sports education model, teaching game for understanding which is approached through games.

The teaching games for understanding (TGfU) model is a learning model that uses a tactical approach that emphasizes understanding games (Harvey, S., Gil-Arias, A., &

Claver, F., 2020). The TGFU model provides students with an interest in learning in order to develop skills and tactical knowledge needed for competency in playing. The tactical approach is very effective and influences the results of enthusiasm, learning effort and student learning outcomes (Solehudin, A., & Hasanah, A., 2023). Besides that, the tactical approach provides an increase in technical mastery, tactical knowledge and interpretation in playing (Ali, M., 2023).

Learning outcomes are a sentence consisting of two words, namely "Results" and "Learning". Result means something that is produced (made, created, and so on) by an effort. Learning is an effort to gain intelligence or knowledge (Rianto, A., 2023). Learning is a process of changing individual behavior through interaction with the environment. Another opinion states that learning is a process or interaction carried out by someone to obtain something new in the form of behavior change as a result of these experiences Alone.

Based on the definitions of learning above, learning is the acquisition of new experiences by a person in the form of changes in behavior as a result of a process in the form of learning interactions with an object in the learning environment. Learning as a process activity is a very fundamental element in the implementation of every type and level of education. This means that success or failure in achieving educational goals really depends on the learning process experienced by students, both when they are at school and at home. Therefore, learning is very important, because only through learning can knowledge be achieved.

After the end of a learning process, students obtain a learning outcome. The learning outcomes in question are what students have achieved after carrying out learning activities. Apart from that, learning outcomes can also be interpreted as "the result of an interaction between acts of learning and acts of teaching. From the teacher's side, the act of teaching ends with a process of evaluating learning outcomes. From the student's perspective, learning outcomes are the end of the term and the peak of the learning process." According to another opinion, learning outcomes are "the abilities that children obtain after going through learning activities. Based on the opinions above, it can be seen that what is meant by learning outcomes are the results that have been achieved by students after they have participated in learning activities. The results achieved by students can be in the form of abilities, both relating to aspects of knowledge, attitudes and skills possessed by students after receiving learning experiences.

2 RESEARCH METHODS

This research aims to see how to improve students' inner leg passing, as well as see students' responses to the use of the teaching game for understanding method. This research uses a qualitative approach with classroom action research methods. This research was carried out in 2 cycles (Utomo, 2024; Hikmah & Vioreza, 2023; Anuggraini, et.al., 2020) Each cycle is carried out in four stages: planning, implementation, observation and reflection.

The subjects involved in this research were 20 students in class VIII of MTs Attauhid in Babelan, West Java, Indonesia. To collect data, researchers carried out observations, understanding of inside leg passing and tests. Observations were carried out in 2 cycles. Pre-observation begins to check the student's inner leg passing technique ability. Understanding is done before carrying out a learning test. Meanwhile, the test is carried out after providing students with an understanding of the inside leg passing technique. The posttest was carried out by 2 people to represent students with low, medium and high abilities.

The data obtained was then analyzed using the data analysis procedure proposed by Anggraini, K. E., & Setianingsih, R. (2022) which consists of data reduction, data description, and data verification. In data reduction, the researcher sorts the completeness of all data collected from comprehension observations and tests. In the

following steps the data is classified based on the research focus. In data verification, researchers interpret the findings and compare the results with existing theory and relevant previous research. Validation data using triangulation techniques like this is suggested by Singodiwongso, S., & Susilawati, S. (2021).

3 RESULT AND DISCUSSION

The results of tests carried out in cycles I and II showed a significant increase in scores. A more detailed explanation of these results is presented as follows.

3.1 Cycle I Findings

The average score of the inside leg passing test results in cycle I reached 71.5. From these results, as many as 7 students (35%) succeeded in achieving a complete score, while 13 students (65%) still did not meet the completeness criteria. To provide a clearer picture, these results were compared with the results before implementing the action, as presented in Table 1 below:

Table 1. Completeness of Learning Passing Cycle I

Treatment	Subject	category			
		Complete		incomplete	
		Amount	%	Amount	%
Pre-Cycle	20	5	25	15	75
Cycle I	20	7	35	13	65

If the data in Table 1 is graphed, there are still more students who have not completed than those who have completed.

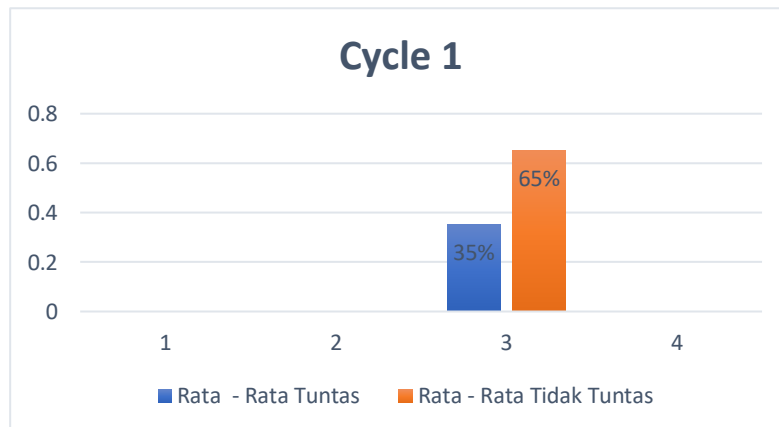


Figure 1. Graph of Cycle I Passing Learning Completeness

3.2 Cycle I Findings II

The average score on the inside leg passing test results in cycle II was 71.5 and 7 students got a passing score or 35%. Meanwhile, 13 students or 65% have not completed it. When compared with the results before implementing the action, they are presented in Table 2 below.

Table 2. Completeness of Learning Passing Cycle II

Treatment	Subject	category	
		Complete	incomplete

		Amount		%		
If	Cycle I	20	7	35	13	65
	Cycle II	20	16	80	4	20

the data in table 2 is graphed, it can be seen that there are more students who have completed it than students who have not completed it.

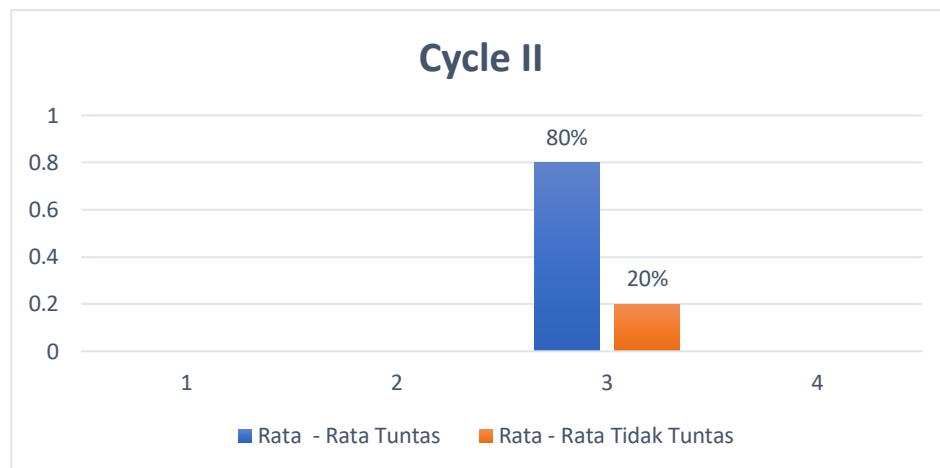


Figure 1. Graph of Cycle II Passing Learning Completeness

3.3 Discussion

Based on findings from pre-cycle to cycle II as presented in Table 3 below:

Table 3. Completeness of Learning Passing

Treatment	Subject	category			
		Complete		incomplete	
		Amount	%	Amount	%
Pre-Cycle	20	5	25	15	75
Cycle I	20	7	35	13	65
Cycle II	20	16	80	4	20

The pretest results obtained by class VIII students at MTs Attauhid Babelan Bekasi in carrying out passing techniques using the inside of the foot in passing still have not reached the KKM. The reason for the observation results was because when kicking the ball, the technique they used was still not good and correct. So the results achieved are not optimal. The pre-cycle results obtained by students and female students show that the results of learning the inside leg passing technique are very low, namely only reaching 25%. Based on this, the researcher conducted action research by providing lessons on passing techniques using the teaching game understanding method. The subject researched by students in class VIII at MTs Attauhid.

Regarding the problems experienced by class VIII students at MTs Attauhid Babelan Bekasi in carrying out passing techniques, researchers provide a solution by implementing a learning method called Teaching Games for Understanding (TGfU) where the learning method is believed to be able to encourage students' psychomotor aspects. . The Teaching Games for Understanding (TGfU) learning method is actually not a new

method among educators in western countries. This learning method is still rarely used by educators in Indonesia, predictably because many sports teachers don't know about it.

Teaching Games for Understanding (TGfU) is a game-based pedagogical method aimed at producing greater understanding of all aspects of the game, while increasing levels of physical activity, engagement, motivation and enjoyment in physical education lessons (Webb, 2008). The Teaching Games for Understanding (TGfU) learning method is a teaching game that is centered on play itself. In the Teaching Games for Understanding (TGfU) approach, why playing a game is taught first before how the skills needed to play the game are taught.

After implementing the TgfU method, students really liked the passing learning technique. Their appreciation motivates them to understand the tactical awareness of how to play the game of football in order to gain benefits from competing with their opponents. With tactical awareness, children are able to make the right decisions about "what to do" and "how to do it."

These factors were found in this classroom action research so that they could improve and provide treatment or formulas during the research to get an increase in learning outcomes in each cycle until they exceeded the average completion score of 77%. Based on research results from several assessments from the pretest, cycle 1 and cycle 2, the learning process using the teaching game for understanding method, experienced an increase in the percentage of completeness and the average value of student learning outcomes from the cycle 2 test results obtained by the VIII MTs Attauhid Babelan students had achieved a complete value. 80% of students completed 16 students out of 20 students, only 4 students did not complete the passing technique learning in cycle 2. The findings of this research are in line with the theory put forward by Webb (2008) and the research results of Qohhar, W., & Pazriansyah, D. (2019).

4 CONCLUSION

Based on the results of data analysis, it was concluded that the results of the application of learning to pass inside the foot using the teaching game for understanding method could improve the learning outcomes of class VII students at MTs Attauhid Babelan. The increase in learning outcomes through the pre-test, cycle 1 and cycle 2 of students totaling 20 students who completed 16 students or 80%. By using the teaching game for understanding method for VII students at MTs Attauhid.

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