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Implementation of Teaching Games For Understanding (TGFU) Through Soccer Like Games on the Decision-Making Level of Elementary School Students

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Abstract

This study aims to determine the effect of implementing the Teaching Games for Understanding (TGFU) model through Soccer Like Games on students' futsal playing skills. The research design used was an experiment with a one-group pre-test and post-test model. The subjects were 30 fourth and fifth grade students of the futsal extracurricular at YWKA Elementary School in Bandung City who were selected using a purposive sampling technique. The research instrument used the Game Performance Assessment Instrument (GPAI) which assesses three aspects of playing skills, namely decision making, skill execution, and support. Data were collected through direct observation during the game and analyzed using SPSS version 21 with the Shapiro-Wilk normality test, homogeneity test, and Paired Sample t-test at a significance level of 0.05. The results showed a significant improvement in students' futsal playing skills after implementing TGFU learning through Soccer Like Games, with the average score increasing from 9.19 (pre-test) to 12.88 (post-test) ($p < 0.05$). This learning model is effective in improving decision-making skills, skill execution, and support in game situations. These findings recommend the implementation of TGFU as an alternative to physical education learning, especially in game sports.

How to Cite

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INTRODUCTION

Physical education plays a vital role in developing students› physical, mental, social, and emotional skills through planned movement activities. In the context of sports like futsal, a player›s success is determined not only by technical skills but also by their ability to make appropriate decisions in dynamic game situations (Light & Harvey, 2017). Fast and accurate decision making is key in determining the effectiveness of game strategies, especially at the elementary school level, where students are still at the cognitive and motor development stage that requires an appropriate learning approach (Memmert & Harvey, 2018). The Teaching Games for Understanding (TGFU) learning model has been widely used as an alternative to physical education learning that emphasizes understanding game tactics and strategies before teaching technical skills in detail.(Bunker & Thorpe, 1982)This approach places students in game situations that demand hands-on tactical analysis, problem solving, and decision-making. (Griffin & Butler, 2005). Unlike traditional methods that focus on practicing techniques in isolation, TGFU integrates techniques into the context of the game so that students can understand when, why, and how these skills are used.(Harvey & Jarrett, 2014).

In its implementation, Soccer Like Games is an effective form of TGFU implementation for developing futsal skills at the elementary school level. This modified game format provides more equal participation opportunities, increases physical involvement, and increases the number of decision-making situations faced by students (Prasetyo, 2016). Small-scale games such as 3 vs. 3 or 5 vs. 5 allow each student to be actively involved, both in attack and defense, thus accelerating the tactical adaptation process (García-Ceberino & others, 2020; Webb, 2008). Previous research has shown that TGFU-based learning can significantly improve tactical understanding, technical skills, and decision-making abilities. According to (Mitchell et al., 2013), found that students who learned using TGFU showed a 20% increase in decision-making ability compared to conventional methods. Similar findings were reported by (García-Ceberino & others, 2020) which states that TGFU is able to develop tactical skills while encouraging emotional involvement and motivation of students in physical education learning.

In Indonesia, futsal learning in elementary schools is still often carried out using a traditional approach that emphasizes repeated mastery of techniques without a clear game context (Delila et al., 2017). This results in students lacking the skills to make decisions when faced with real-life match situations. Therefore, learning innovations are needed that not only develop motor skills but also foster tactical intelligence and critical thinking skills. The TGFU approach through Soccer Like Games is one potential solution to address this issue.

The ability to make decisions independently is part of playing skills that involve cognitive processes to choose the most appropriate action based on situational information (Suharso, 2018). In futsal, decision-making is influenced by tactical understanding, the ability to read game situations, and the technical skills to execute these decisions (Fauzi, 2023a). A learning approach that integrates these three aspects is believed to produce more significant improvements than conventional learning methods.

Based on this background, this study aims to analyze the effect of implementing the Teaching Games for Understanding model through Soccer Like Games on improving elementary school students› decision-making skills. This research is expected to provide theoretical contributions to the development of more contextual and interactive physical education learning strategies, as well as serve as a practical reference for physical education teachers in developing more effective and enjoyable futsal learning.

This study offers novelty by applying the TGFU model through Soccer Like Games in the Indonesian elementary school context, focusing specifically on decision-making skills in futsal using the GPAI instrument.

METHOD

This study used an experimental design with a one-group pre-test and post-test model. The subjects were 30 fourth and fifth grade students participating in the futsal extracurricular activity at YWKA Elementary School in Bandung City. The sample was selected using a purposive sampling technique based on the criteria of active participation in extracurricular activities and willingness to participate in all treatments (Sugiyono, 2018).

The research instrument used was the Game Performance Assessment Instrument (GPAI) developed by (Griffin et al., 1997), to assess game playing skills. This instrument focuses on three main aspects: decision-making, skill execution, and support, with assessment indica-

tors for passing, dribbling, and shooting skills. Assessment is conducted through direct observation during play, using a record format containing "correct" and "incorrect" categories and a score of 1–5 based on performance criteria (Mitchell et al., 2013). Data collection was carried out twice, namely before the treatment (pre-test) and after the Teaching Games for Understanding (TGFU) learning treatment through Soccer Like Games(Bunker & Thorpe, 1982).

Data analysis was conducted using SPSS version 21, which included the Shapiro-Wilk normality test, homogeneity test, and hypothesis testing with the Paired Sample t-test. The normality test was used to ensure the data were normally distributed, the homogeneity test to ensure equality of variance, and the hypothesis test to determine the difference in average pre-test and post-test scores at a significance level of 0.05. (Fadluloh et al., 2024).

RESULTS AND DISCUSSION

Based on the analysis results in Descriptive Statistics, it is known that the pre-test scores ranged from 6.98 to 10.96 with an average of 9.1943 and a standard deviation of 0.79873. This indicates that before being given treatment through the Teaching Games for Understanding (TGFU) learning model with Soccer Like Games, students' decision-making abilities were in the moderate category with a relatively small distribution of values. After being given treatment, the post-test scores showed an increase with a score range between 11.20 and 14.37, an average of 12.8873, and a standard deviation of 0.87431. This average increase indicates an improvement in students' decision-making abilities after following the designed learning process.

Furthermore, the homogeneity of variance test presented in Table 2 shows that all significance (Sig.) values generated, whether based on the mean, median, median with adjusted degrees of freedom, or trimmed mean, are above 0.05. For example, the Sig. value based on the mean is 0.321. This result indic310ates that the pre-test and post-test data have homogeneous variance, so the homogeneity assumption for the use of the t-test has been met.

The results of the Shapiro-Wilk normality test show that the pre-test data had a significance value of 0.384 and the post-test data had a significance value of 0.638, both greater than 0.05. This indicates that the data from both groups were normally distributed and met the normality assumptions required for parametric analysis.

The results of the paired sample t-test showed that there was a significant difference between the pre-test and post-test scores. The average difference value obtained was -3.69300 with a standard deviation of 1.25252. The t-test value of -16.149 with a degree of freedom (df) of 29 and a significance value of 0.000 ($p < 0.05$) indicated that the application of the TGFU learning model through Soccer Like Games had a significant effect on improving students' decision-making abilities. This finding reinforces that a game-based learning approach that emphasizes understanding tactics and strategies can have a real positive impact on students' cognitive abilities in the context of futsal games in elementary schools.

The significant increase in post-test scores in this study indicates that the designed learning process met the principle of learning by doing, where students not only receive theoretical material but also practice these skills in a real-life game context. Learning that integrates techniques and tactics into real-life game situations will accelerate the decision-making process compared to practicing techniques separately (Slamet, 2019). According to (Haerens & others, 2021). Game-based learning can improve knowledge transfer from training to real-life match situations because students directly experience tactical challenges that require rapid adaptation. In other words, the success of improving decision-making in this study was supported by rich and varied gaming experiences.

Furthermore, the success of the intervention is also influenced by the student-centered nature of TGFU learning. The Teaching Games for Understanding (TGFU) approach focuses primarily on implementing game tactics that enable students to develop creativity, increase decision-making speed, and create a more dynamic learning environment aligned with their developmental stage. As stated by (Mahendra et al., 2024). The Teaching Games for Understanding (TGFU) approach places greater emphasis on tactical approaches... encouraging students to develop creativity, increasing the speed of decision-making, and making learning more dynamic and developmentally appropriate. This approach positions students as active subjects who construct understanding through exploration and discussion of game situations. This aligns with the viewDelila et al. (2017) TGFU requires students to think critically, identify problems, and formulate solutions within a game context. In this study, the Soccer Like Games format provided space for students to learn through mistakes, try new strategies, and

immediately see the consequences, allowing decision-making skills to develop naturally.

In terms of physical involvement, the small-game format used also makes a positive contribution Prasetyo, (2016) explained that Soccer Like Games increases participation intensity because each player has more opportunities to touch the ball, perform game actions, and interact with teammates. In this study, high participation encouraged students to repeatedly face situations that require quick decisions, so that the decision-making process became an internalized part of their playing skills.

The strengthening of the research results is also evident in the increased consistency of skill execution after the intervention (Nugraha et al., 2018). Coordination between technical skills and tactical decisions is key to success in futsal. In the TGFU approach, both aspects are taught simultaneously so that students are not only able to make the right decisions but also execute them effectively. Post-test improvement data shows that students not only know what to do but are also able to do it well.

Furthermore, this study confirms the importance of support skills in team play. These skills, which involve moving off the ball to create space and support teammates, were shown to improve after the intervention.Kusnadi (2017) emphasizes that good support play facilitates decision-making because players have more options. With dedicated support drills in Soccer Like Games, students become accustomed to finding space and reading their opponents' movements, improving overall decision-making.

The results of this study also strengthen the theory of the relationship between tactical-based learning and students' cognitive development Fauzi, (2023) stated that learning that forces students to analyze situations and choose appropriate strategies will train higher-order thinking skills. In this study, exercises such as quickly transitioning from offense to defense, or determining the right moment to shoot, are forms of higher-order thinking exercises directly integrated into physical activity.

In addition to cognitive aspects, this learning also impacts students' affective development, such as teamwork, sportsmanship, and self-confidence. Programmed and enjoyable traditional games can foster self-confidence, foster cooperation, and develop the physical, psychological, and social aspects necessary for child development (Septanto et al., 2017). According to Alifia et al. (2024) explained that group play in physical education encourages positive social interactions, which ultimately influence students' motivation and willingness to take risks. In this study, students became more confident in making decisions because they felt supported by their team, resulting in a positive learning climate.

The practical implication of these findings for physical education teachers is the need to integrate TGFU into futsal instruction in elementary schools. Given that the results of this study show significant improvements, teachers can utilize the Soccer Like Games format as a flexible, easily modified learning medium that accommodates students' varying abilities. This is also relevant to the Merdeka curriculum, which emphasizes active and collaborative learning.

These findings also provide theoretical contributions to the study of physical education in Indonesia, which has so far tended to emphasize technical training separately from the context of play Tallir et al. (2007) showed that separating technical skills from the game context can hinder skill transfer to real matches. The results of this study actually show that integrating technique and tactics, as implemented in TGFU, results in more optimal improvement.

Finally, this study confirms that effective physical education learning must combine technical, tactical, cognitive, affective, and psychomotor aspects in a balanced manner. The successful implementation of TGFU through Soccer Like Games in this study proves that a game-based approach is not only enjoyable but also provides significant results in improving overall playing skills. Therefore, the results of this study can serve as a reference for schools and teachers to develop more contextual, interactive, and game-oriented learning methods, thereby shaping a generation of students who are more intelligent, skilled, and sporty on and off the field.

CONCLUSION

The implementation of the Teaching Games for Understanding (TGFU) model through Soccer Like Games has been proven effective in improving students' futsal playing skills, particularly in aspects of decision-making, skill execution, and support. Significant improvements were observed between pre-test and post-test results, meaning that the application of the TGFU model through Soccer Like Games effectively enhanced students' decision-making, skill execution, and support, indicating that the learning process not only produced measurable progress but also had a real pedagogical impact on their futsal playing skills. suggesting this model could be an innova-

tive learning alternative in physical education. Physical education teachers are advised to integrate the TGFU model into sports game learning to improve students' technical and tactical skills. Future research can test this model in other sports and with more diverse populations.

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