

**The Effect of TGfU and Conventional Physical Learning on Object Control of Elementary School Students****William Oktofanny^{1✉}, Syahril Bakhtiar², Emral³, Khairuddin⁴, Ali Munir^{5✉}, Fiky Zarya⁶**Department of Sports Education, Padang State University, INDONESIA¹²³⁴Department of Sports and Health Sciences, Yogyakarta State University, INDONESIA⁵Department of Health and Recreation, Padang State University, INDONESIA⁶**Article History**

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Keywords:TGfU; Conventional;
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This study is to see the difference in the influence of providing learning programs that use teaching games for understanding and conventional methods in physical education learning on students' abilities in mastering Object Control. This type of research is quantitative associative with a quasi-experimental approach. The design of this study is a 2x2 factorial design. The population in this study was all students of SDN 52/V Pematang Pauh, Tanjung Jabung Barat Regency, Jambi Province, totaling 264 people. Samples were taken using probability sampling, which was divided using simple random sampling totaling 18 male students and 14 female students, then grouped using matching ordinal pairing. The research instrument uses the Test of Gross Motor Skill-2. Data were analyzed by path analysis through 2-path AVAVA testing at $\alpha=0.05$. The results of hypothesis testing show: (1) There are differences in the level of ability of control objects based on the provision of learning methods where it is found that in the table of hypothesis test results in the method row a significance value of 0.047 is obtained, (2) There are differences in the level of ability of control objects based on sex differences where found in the table of hypothesis test results in the sex row a significance value of 0.002 is obtained, (3) There is no interaction between learning methods and gender in determining the level of ability of control objects where in the table of hypothesis test results in the method row *gender obtained a significance value of 0.740. So it can be concluded that the learning method provided affects the ability of student control objects. The learning method and gender each influence the ability of the object of control but do not affect each other, so it could be that girls and boys with the same method have the same improvement.

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INTRODUCTION

One subject that is essential to the development of human resources is physical education. One aspect of the educational process that gives attention to the growth and proficiency of individual voluntary and meaningful movements as well as to responses that are closely tied to psychological, emotional, and social events is exercise education (Idrus, 2019). The Physical Education, Sports and Health curriculum applicable in Indonesia states that physical education, sports, and health are media to encourage psychic development, It comes down to encouraging the growth and development of balanced psychological and physical growth, appreciation of values (attitude-mental-emotional-sportsmanship-spiritual-social), and adoption of a healthy way of life qualities (Qohhar & Pazriansyah, 2019).

Physical The predicted process of learning in line with the educational goals has not been produced by schooling, hence the field of study Still, some academic disciplines are thought to be more valuable than sports instruction (Sebila et al., 2020). A limitation for sports instructors is how to integrate the physical education curriculum into the process of learning. In general, novice instructors in physical education are able to apply physical education knowledge to pupils (Taqwim et al., 2020). The learning process in question is a learning process that arouses students' interest in physical education learning, so that it can convince students to always maintain their physical fitness in daily life (Syofian & Gazali, 2021). In addition, the physical education teacher is still overshadowed by the achievement of sports achievements in his school. As a target field of study, Penjas in schools must be able to lift the school's reputation in the Regional Student Sports Week.

On the basis of that target, Penjas teachers focus their learning only on achievement from the aspect of skills only While components of success in athletics, other factors like cognitive and emotive dimensions are neglected. As a result, curriculum goals for developing the three components of PE learning—cognitive, emotional, and psychomotor—are not being met to their full potential. Learning will be impacted by this. Penjas, pupils feel uncomfortable, bored, and compelled to follow it or simply to comply with attendance requirements in their education (Firmansyah, 2016). When children have to wait a long time for their turn to participate in the teacher's physical education lessons, they can become frustrated and irritated. Many kids today in Penjas are

unwilling to take Penjas classes since they seem monotonous and difficult boring (Lengkana & Sofa, 2017).

In recent years, physical education teachers have been using a tactical method as a substitute to the academic approach (Nugraha, 2015). This is considering that students' awareness to understand the concept of the game itself must first be understood. The tactical approach also applies stages in game learning, regarding the stages of tactical approach, (1) Children are involved in simple games, (2) Mastery of basic techniques based on needs, (3) Children are involved in actual games and (4) Solve tactical problems in games (Arifin, 2017). As the name suggests, a tactical game, the teacher must be able to invite students to solve tactical problems playing. In addition, the teacher must be able to point out the tactical problems necessary in play situations. As for students, it is very important to recognize the correct playing position on the field, possible movement choices, and play situations faced by students.

Teaching Games Knowing a gaming unit is based on six fundamental concepts, including the game, the appreciation of play, tactical awareness, correct making choices, and skills performance, appearance (Iyakrus, 2019). Basic movement skills according to (Idrus, 2019) are skills that form the basis of human movement. The basic movement ability is the building block, which is the basis for future physical activity and sports and the 'ABC' of motion (Taqwim et al., 2020). It can be understood that, if mastering basic movement skills well, it is believed that students have a good foundation in carrying out physical activity to be able to complete movement tasks in sports at school, the environment to the sports ecosystem in the community.

Knowing the basic movement ability of students accurately is one of the keys to the success of educational efforts (Munir et al., 2021). Physical Education is a learning that leads to the motor development of students, especially in elementary school students (Zahed et al., 2022). The game material taught in Penjas can improve students' motor skills. Many forms of games can be given to students in learning Penjas, one of which is small games, traditional sports games and others (Munir, Sumaryanti, et al., 2022). Manipulative abilities are developed after the child masters various objects and uses more Other body parts can potentially be employed in addition to the fingers and toes. Tricky skills are twofold: receptive means accepting objects such as catching and propulsive means giving force to objects such as throwing, kicking and hitting. Dick objects are

object manipulation movements and are certainly done using objects. This is also explained by Stodden in (Dilandes et al., 2022) A child's capacity for controlling objects is their capacity to manipulate and move objects from one place to another who are jealous of throwing, catching and kicking.

Several studies and research on basic movement skills from early childhood to elementary school, in general, many kindergarten and elementary school children experience movement delays, found that the ability to move displayed is not in accordance with their age level. In line with research (Dilandes et al., 2022) this is due to many influencing factors, where in modern times children are very less likely to do physical activities outside because children's interest is now more towards playing online games on mobile phones or PCs, as well as many sports teachers who are still lacking and do not understand science and technology in PJOK learning, which affects the quality of teachers, especially to understand the power in terms of children's motor one of the indicators in coordination. The biggest problem as a result of the pandemic, students cannot follow the learning of PE optimally, this problem also has an impact on children's motorics. Children only learn online at home while PE requires direct treatment from the teacher so that movement activities occur. Spectacle that is wrong and seen by children without parental consent also has an impact on the child's ability to move. In this study, researchers wanted to see a child who could not run properly, the child ran always positioned his hands behind his back while running, this is because he often watched Naruto movies at home. Another impact of the pandemic is that children are lazy to move.

So from some of the literature studies above, it can be concluded that the importance of the role of an educator in optimizing the Using creativity and innovation in the teaching and learning process will result in an vision and mission of education itself. In addition, there are teaching methods given by teachers, one of which is the conventional method and Teaching Games for Understanding.

Conventional learning methods are methods that are usually used in the learning process in schools or other educational institutions (Nia et al., 2022). This method emphasizes the transfer of knowledge from teachers to students through lectures or presentations, and students are expected to understand and memorize the information conveyed by the teacher. The conventional method is one-way learning from lecturers,

in lecture halls where lecturers use power points and students listen to teaching as is usually done in lecture halls. After that, students are given a written test to assess learning outcomes (Farhan & Risdianti, 2021). Conventional learning is a learning model in which the learning process is teacher-centered, Pupils are treated as passive information-receiving learners and have certain characteristics, including prioritizing memorization over understanding, emphasizing counting skills, and prioritizing results over processes (Kesuma et al., 2021).

Conventional learning methods can be used to teach material related to the theory, concept, or basic principles of the sport being taught. However, this method may be less effective at helping students understand more complex concepts or apply what has been learned to real situations. In katakana in (Nurzaman, 2017) conventional learning models are often still used by teachers in the learning process in the field. This conventional learning model is more likely to use the drill / repetition method when providing material to students. That is, the teacher dominates the learning process more. So, students only know something without being able to do something in learning. The learning process is more silent and listens to the direction of the material from the teacher. Here it can be seen that teachers dominate more as knowledge transferors, while students themselves are more passive because they are recipients of knowledge.

The learning system by making students the center of learning makes students reflect through questions and makes them gain tactical awareness, in this way TGfU allows students to gain a global understanding of cognitive, affective, social and physical learning, (O'Leary, 2016; Renshaw et al., 2016) In the TGfU learning model the game is made as simple as possible so that it can be mastered by each student, without standard rules that demand special skills so that differences in student ability levels are not so much a problem and each student can understand and enjoy the whole concept of the game. It can also increase learning motivation and strengthen the sense of need for skill learning (Munir, Zahed, et al., 2022). According to (Jia, 2021) says Teaching Games for comprehension tells a concept letting students learn of their own accord, and then their tactical understanding. Shows that the physical education curriculum is shaped based on Sport for All and that the teaching teacher is not just a coach, but a conveyor of sports culture.

Teaching Games for Understanding is a resistance to the status quo or what is frequently

described as the "traditional" method (Stolz & Pill, 2014) where games are usually given in the last 1 hour before the lesson is over so that students find it difficult to understand the relationship between motor skills learned and practice in games (Jia, 2021). Guiding activities, teaching skills and their application in games allow students to more easily understand game tactics, which after that can more freely combine game skills and situations. Modification and simplification of game rules according to students' abilities can make students independent to think about what abilities are lacking in themselves or what strategies or tactics can be applied in games without reducing the game fun of the situation (Jia, 2021). This application should be able to increase the desire to learn students who can easily realize the learning objectives and the importance of tactics in motor skills training.

In line with this, the research researched by (Dilandes et al., 2022) "Differences in Control Object Ability Levels Based on Sex and Age of ECCE". The results of research and data analysis indicated that: 1) Boys and girls had different levels of object-control ability, with Sig values ranging from 0.000 to 0.05. 2) The control object's skill level varies between the ages of 6 and 5 years, with a Sig value of 0.019 to 0.05. 3) The skill level of the control object exhibits an interaction between age and sex, with a Sig value of 0.019 to 0.05. Therefore, with this problem, researchers want to know the influence of these two methods which later researchers hypothesize a significant influence from teaching game for understanding and conventional methods.

METHODS

The purpose of this study is to determine how learning techniques and gender variations affect participants' capacity to control objects SD N 52/V Pematang Pauh students. The method used in this study is quasi-experimental research. Thus the design of this study is a 2x2 factorial design.

Table 1. Research Design Design

Learning Methods Gender	Learning Methods		
	TGfU Method (A1)	>	Conventional Method (A2)
B1	(A1B1)	>	(A2B1)
B2	(A1B2)	<	(A2B2)

Information:

- A1 = TGfU learning method group
- A2 = Group of conventional learning methods

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- B1 = Male groups
- B2 = Women's groups
- A1B1 = TGfU learning method group in boys
- A2B1 = Group of conventional learning methods in boys
- A1B2 = TGfU learning method group in girls
- A2B2 = Group of conventional learning methods in girls

At Pematang Pauh State Elementary School, this study was carried out 52/V, Tungkal Ulu District, West Tanjung Jabung Regency, Jambi Province, which was carried out on March 2 - May 2, 2023. The population in this study was 264 students from grades 1 to 6 and the sampling technique In this study, proportionate stratified random sampling was one of the probability methods of sampling used. The likelihood Sampling is a sampling approach that gives each component (member) of the population an equal chance to be chosen as the member of the sample. When a population contains individuals or items that are not uniform and are stratified proportionally, the technique of proportionate stratified random sampling is applied. So that the total sample in this study was 32 students.

After the basis for determining the population and sample, 4 groups were divided by ordinal pairing, where the group will later get treatment of two groups for TGfU learning methods in boys and girls and two other groups for conventional learning methods in boys and girls. The data collection technique in this study was in the form of a TGMD-2 (Test of Gross Motor Skill-2) test with pre-test and post-test data collection to determine the improvement of object control of SDN 52/V Pematang Pauh students after being given treatment of TGfU learning methods and conventional learning methods.

The form of data in this study is quantitative which includes pre-test and post test Test of Gross Motor Skill-2 In accordance with the formulation of research methodology and theoretical models that have been described, the analytical technique used in submitting research hypotheses is ANAVA 2 line and prerequisite tests include normality and homogeneity tests and hypothesis tests.

RESULTS AND DISCUSSION

Description of data from pre-test and post-test results in experimental research designs carried out there are several groups of data described separately. The data is below **Table 2 & Table 3.**

Conventional Learning Model

Table 2. Frequency Distribution of Conventional Learning Methods

Interval Class	Absolute Frequency	Relative Frequency	Information	Gender
< 37,94	0	0%	Excellent	Man
31,91 - 37,93	5	50%	Good	
25,89 - 31,90	2	20%	Keep	
19,86 - 25,88	3	30%	Less	
> 19,85	0	0%	Very Lacking	
Sum	10	100%		
< 28,51	0	0%	Excellent	Woman
26,84 - 28,50	3	50%	Good	
25,16 - 26,83	1	17%	Keep	
23,49 - 25,15	2	33%	Less	
> 23,48	0	0%	Very Lacking	
Sum	10	100%		

Model Pembelajaran Teaching Games for Understanding

Table 3. Distribusi Frekuensi Metode Pembelajaran TGfU

Interval Class	Absolute Frequency	Relative Frequency	Information	Gender
< 34,35	0	0%	Excellent	Man
29,95 - 34,34	1	13%	Good	
25,55 - 29,94	4	50%	Keep	
21,15 - 25,54	3	38%	Less	
> 21,14	0	0%	Very Lacking	
Sum	8	100%		
< 28,51	0	0%	Excellent	Woman
26,84 - 28,50	3	50%	Good	
25,16 - 26,83	1	17%	Keep	
23,49 - 25,15	2	33%	Less	
> 23,48	0	0%	Very Lacking	
Sum	6	100%		

Education requires an interesting learning process for students so as not to feel bored in fol-

lowing the right learning process, teachers will be able to create a meaningful learning atmosphere. It can be said that the learning model is a form of learning that is illustrated from beginning to end and typically delivered by the teacher. The learning model is defined as a systematic approach in organizing learning experiences to meet learning objectives. The learning process is teacher-centered under the conventional learning model. It is claimed that in traditional education, pupils are seen as passive information consumers and learning objects. On the whole, conventional learning takes place using class lectures, questions and answers, and assignments, and students are not required to carry out difficult activities such as cooperative learning (Kesuma et al., 2021).

TGfU offers a way that enables students to appreciate the pleasure of play, thus encouraging a child's desire to learn playing techniques and improve his or her performance. The TGfU approach is game teaching centered on play itself. In TGfU "why" to play a game is taught first before "how" the skills needed to play the game are taught. The process involves teaching children using modified and simplified games that are suitable for their physical, social, and mental development (Setiawan & Nopembri, 2004). While this research is about the capacity to manipulate things, specifically the capacity held by a youngster to manipulate or control everyday objects used to practice fundamental motion skills including holding, throw, catch, assault, and stomping (Bakhtiar et al., 2019; Dilandes et al., 2022). In learning control objects require more active responses that are not represented from conventional learning methods so that it can be concluded theoretically TGfU is more recommended for the preparation of control object learning programs.

Factors that must be considered in learning at school, in addition to student ability factors, student learning will, teacher readiness in teaching, student readiness to receive learning, applicable curriculum and delivery techniques, Student sex factors (gender) are equally significant considerations. Physical and behavioral learning differences are undoubtedly influenced by differences in gender. So that male and female students certainly have many differences in learning control object skills (Kusumaningsih, 2016). Based on previous research by (Bakhtiar et al., 2019; Dilandes et al., 2022) who stated that researchers found that there were differences in the average level of ability of control objects possessed by boys and women. Where boys have a better level of ability to control when compared to girls. And reinforced by (Bakhtiar et al., 2020) cultural factors in

our country that are more liberating for men to carry out activities outside the home when compared to girls may also influence it. Based on the theory that children up to 10 years of age should have the same basic movement skills.

CONCLUSION

From the results of the study, it can be concluded that there is a difference in the level of ability of control objects based on the provision of learning methods to students with a significance value of 0.047 which means it has a number smaller than 0.05. Furthermore, there is a difference in the level of ability of control objects based on sex differences in students with a significance value of 0.002 which means it has a number smaller than 0.05. and the absence of interaction between learning methods and gender in determining the level of ability of control objects in students at SD N 52/V Pematang Pauh, Tungkal Ulu District, West Tanjung Jabung Regency, Jambi Province. So that these results show that TGFU has a greater and significant influence on the learning outcomes of student control objects so that teachers can develop various learning materials with the TGFU method in order to get the most out of the development of school students.

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