Implementation of Teaching Game for Understanding (TGfU) to Improve Football Learning Skills of Students at MAN 4 Batanghari

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ABSTRACT

Learning at Madrasah Aliyah Negeri 4 Batnghari as a whole still uses the old model, in which the learning process, the teacher only explains the material according to the book, without any interaction between students and teachers. The lecture model is a narrative of learning materials orally; this model is good if it is well prepared, supported by tools and media. This model is often used by every teacher due to several specific considerations; there are also habit factors for both teachers and students. The purpose of this study is to determine the improvement of Students' Football Learning Ability at MAN 4 Batanghari through the implementation of the Teaching Game for Understanding. This type of research is Classroom Action Research, which is research conducted in the classroom to improve Students' Football Playing Ability through the Implementation of Teaching Games for Understanding for MAN 4 Batanghari. The sample used in this study was all 29 students of class XIa MAN 4 Batanghari. The results of the study explained that the results of students' football learning abilities were still low, because there were only 13 students or only 45% who completed the study, while there were 16 students or 55% who did not complete the study. It can be seen that the average student was 65. While the KKM that had been determined by the school was 75. The results of the first cycle observation were followed by 29 students. The average value obtained was 79, and students who got a score > 75 were only 20 students or 69%. Based on the data obtained that the students' abilities were still low, and in the learning process, the students were still low and had not experienced the increase that had been set, namely above 75%. The results of the second cycle observation were followed by 35 students. The average value obtained was 87, and students who got a score > 75 were only 27 students or 93% based on the data obtained that the students' football learning abilities in the learning process had experienced a predetermined increase. This study concludes that the increase in football learning abilities through the teaching games for understanding approach was obtained from the first cycle, with an average of 79. And in the second cycle, I obtained an average of 87.

AUTHORS' CONTRIBUTION

A. Conception and design of the study;
B. Acquisition of data;
C. Analysis and interpretation of data;
D. Manuscript preparation;
E. Obtaining funding

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INTRODUCTION

Education is a pathway to the acquisition of knowledge, mastery, and culture by a group of people, passed down from one generation to the next through guidance, training, and in-depth study (Miasari et al., 2022). According to Law No. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning environment and process that allows students to actively develop their potential, developing spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, the nation, and the state.

Physical Education, Sports, and Health (Penjasorkes) is a crucial subject aimed at developing physical abilities and motor skills, as well as fostering positive attitudes and character in students (Yulia Sari et al., 2024). Through the learning process of Penjas, students are not only encouraged to actively move and exercise, but also taught about the importance of maintaining health, building teamwork, and fostering sportsmanship and discipline.

One of the sports included in the Physical Education (PE) curriculum is football. Football is a popular sport that can train various aspects of physical skills, such as coordination, agility, speed, and strategy (Putra et al., 2023). Football instruction in PE focuses not only on basic techniques such as dribbling, passing, and kicking, but also on understanding the rules of the game and developing good sportsmanship and teamwork (Salikha et al., 2024).

Through football instruction, students are encouraged to learn and practice various basic techniques, understand player roles and positions, and hone simple tactical skills (Supriatna Nugraha, 2021). Furthermore, this curriculum emphasizes social values such as communication, responsibility, and respect for opponents, all of which are crucial for developing good character in students (Aji & Tuasikal, 2020; Salikha et al., 2024).

Thus, learning Physical Education through football not only improves students' physical abilities and athletic skills but also positively contributes to the development of personality and healthy lifestyles that can be applied in everyday life.

One engaging and enjoyable physical education learning model is tactical games (TGfU). Teaching Games for Understanding (TGfU) is a physical education learning approach that introduces children to how to understand sports through the basic concepts of play (Erianti et al., 2020). TGfU does not focus on sports techniques, making learning more dynamic and developmentally appropriate (Vigna Glauc et al., 2025). Physical education learning becomes less boring for children through the TGfU approach.

The Teaching Games for Understanding (TGfU) learning approach emphasizes tactics without regard for technique, playing in all game positions, developing creativity and decision-making skills, and emphasizing a variety of play styles (Putri, 2017; Sabrin et al., 2023). This learning approach is suitable for all levels of school children. This approach will trigger a paradigm shift in learning, leading to improved physical education quality, thereby achieving physical education goals encompassing the cognitive, affective, and psychomotor domains.

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The Teaching Games for Understanding (TGFU) model utilizes a tactical approach that emphasizes understanding play (Qohhar & Pazriansyah, 2019). The TGFU model fosters student learning interest in developing the skills and tactical knowledge needed for competency in play (Haris et al., 2024). This tactical approach is highly effective and influences student enthusiasm, learning effort, and learning outcomes. Furthermore, the tactical approach improves technical mastery, tactical knowledge, and interpretation of play.

Teaching Games for Understanding (TGfU) is a physical education learning approach that introduces children to how to understand sports through the basic concepts of play. This approach will trigger a paradigm shift in learning, leading to improved quality of physical education, so that physical education goals, encompassing the cognitive, affective, and psychomotor domains, can be achieved through learning outcomes (Qohhar & Pazriansyah, 2019; Yudha et al., 2017).

Learning outcomes in Physical Education (PE) learning are changes or achievements in student abilities acquired after participating in the PE learning process (Haris et al., 2024). This encompasses aspects such as knowledge (e.g., understanding sports techniques or game rules), physical skills (e.g., the ability to perform specific sports movements well), and attitudes (e.g., sportsmanship, discipline, and teamwork). Therefore, PE learning outcomes extend beyond simply being able to perform movements; they also encompass understanding and attitudes that support a healthy and active lifestyle.

Learning outcomes in football skills in Physical Education can be seen from several aspects, including motor skills, understanding of game tactics and strategies, and attitudes and values of sportsmanship (Nildi et al., 2025). Through effective football learning in Physical Education, students are expected to master basic football techniques accurately and skillfully, understand and apply tactics and strategies in the game, develop physical abilities that support football activities, demonstrate good sportsmanship, and be able to work together as a team.

During the learning process, students are not only taught how to perform techniques such as dribbling, passing, and kicking, but also why and when these techniques should be used in a match (Aji & Tuasikal, 2020; Erianti et al., 2020). This enhances tactical awareness and decision-making skills, which are crucial in football.

Theoretically, this approach is based on the concept that motor learning is effective when conducted within a game context, rather than through isolated technical training. Furthermore, this approach aligns with constructivist theory, which emphasizes the importance of direct experience in building knowledge and skills (Azzahra, 2025). Students are given challenges appropriate to their abilities, thus optimizing the learning process and increasing motivation. Thus, through the TGFU approach, learning football becomes more enjoyable, meaningful, and effective, as students learn not only techniques but also strategies, tactics, and decision-making in the game.

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METHODS

This type of research is a Classroom Action Research with two cycles, namely research conducted in the classroom to improve students' football playing abilities through the implementation of Teaching Game For Understanding for MAN 4 Batanghari. The implementation of learning through the implementation of the Teaching Game for Understanding. Learning is carried out in 2 cycles, each cycle consisting of 2 meetings. The data of this learning activity is to determine student learning outcomes in the learning process that is observed, and the increase in student understanding is measured through the results of tests conducted in cycles I and II. The sample in this study was 29 students of class XI a MAN 4 Batanghari.

The instrument used in this study was GPAI (Game Performance Assessment Instrument), because the researcher wanted to know data from football learning outcomes that include cognitive, affective and psychomotor, therefore the researcher used a football playing test, namely GPAI (Hadinata & Sartono, 2017).

Three variations of playing are done in learning football in physical education using the TGFU learning model, namely the Cat Ball Game with pattern A, the Cat Ball Game with pattern B, Cat Ball Game with pattern C.

The following is the explanation: (1) Cat Ball Game Pattern A; The goal is to prevent the opponent from scoring goals and taking the ball from the opponent; The tools used are (a) ball, (b) marker or cone, and (c) a 25 x 20 meter training field area; The steps of playing are, Player 2 is responsible for the area bounded by the ABC line and the sideline. Player 1 is responsible for the area bounded by the ACE line and the sideline. Player 3 is responsible for the area bounded by the ABD line and the sideline. Player 3 is responsible for the area bounded by the ADE line and the sideline. Objective: Players (yellow) make movements to defend and take the ball from the opponent.
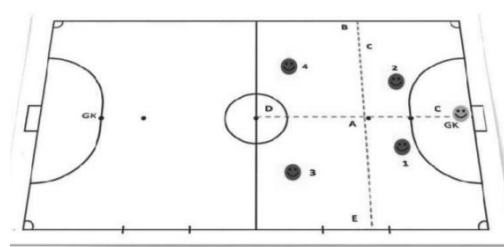

Figure 1.
Cat Ball Game Pattern- A

(2) Cat Ball Game Pattern- B; The goal is to prevent the opponent from scoring and taking the ball from the opponent; The tools used are (a) a ball, (b) a marker or cone, and (c) a 25 x 20 meter training field area; The steps in playing are: The ball is at player A and passed to player B. Defensive player 1 comes to player B to guard and close the passing lane to player C, defensive player 2 just shifts slightly to anticipate player A's movement. Defensive player 3 shifts to the middle to dominate the space that will be filled by player C. Defensive player 4 shifts to cover and guard player D. Objective: players (yellow) make movements to defend and take the ball from the opponent.
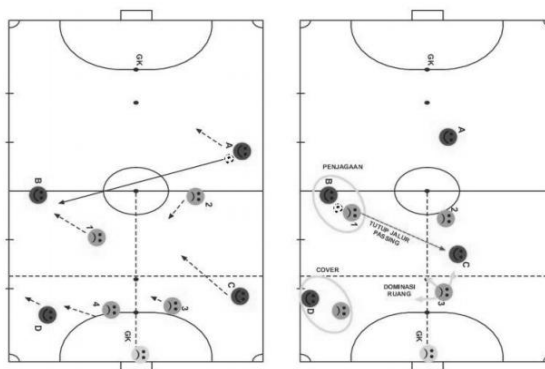
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Figure 2.

Cat Ball Game Pattern- B

(3) Cat Ball Game Pattern- C; The goal is to prevent the opponent from scoring and taking the ball from the opponent; The tools used are (a) a ball, (b) a marker or cone, and (c) a 25 x 20 meter training field area; The steps in playing are: The ball is in player A's hand and passed to player B. Defensive player 1 comes to player B to guard by directing to the defensive side. When player A moves to the front of the defensive side, defensive player 2 retreats to the defense to close the passing lane to player A. Defensive player 3 shifts to the middle to dominate the space that will be filled by player C. Defensive player 4 shifts to cover and guard player D; Objective: Players (yellow) make movements to defend and take the ball from the opponent.
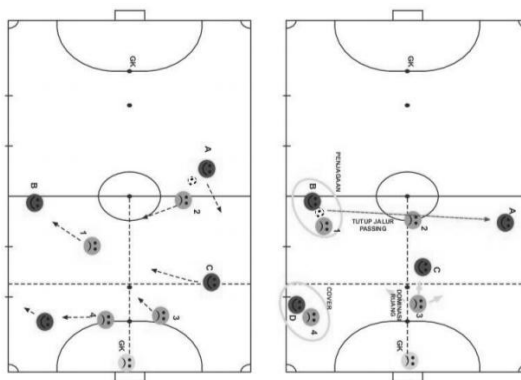

Figure 3.

Cat Ball Game Pattern- C

RESULTS AND DISCUSSION
Result

Based on the pre-action, it shows that the results of students' football learning abilities are still low; there are only 13 students who have completed learning or only 45%, while there are 16 students who have not completed learning or 55%. It can be seen that the average student is 65. While the KKM that has been determined by the school is 75. The low ability to learn football needs to be improved, and to answer the challenges of learning in the current learning environment. The teaching games for understanding approach is a solution that teachers can use to improve the ability to learn football.
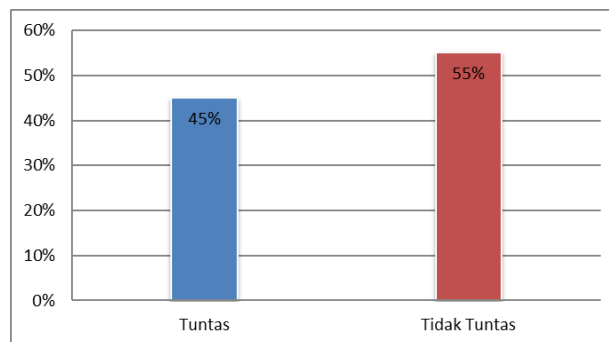
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Figure 4.
Pre-cycle Student Learning Outcomes Graph

Results of the implementation of Cycle I

The implementation of the football learning ability in cycle I is still considered adequate, although it has not yet met the KKM > 75 classically. This can be seen from the results of observations of cycle I, which were followed by 29 students. The average score obtained was 79, and students who obtained a score > 75 were only 20 students or 69% based on the data obtained, indicating that student abilities are still low, and that in the student learning process, they are still low and have not experienced the specified improvement. Thus, researchers correct the weaknesses in cycle I and will seek solutions so that the learning process is in accordance with expectations.
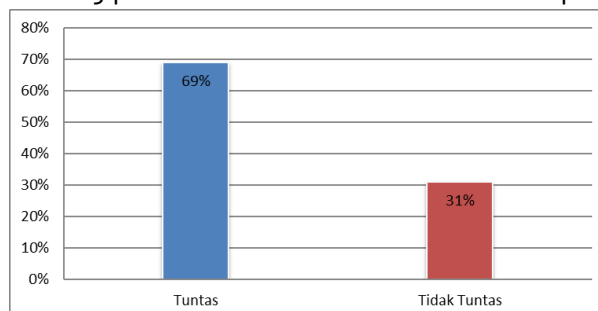

Figure 5.
Football Learning Ability Graph Cycle I

Although student learning outcomes in cycle I improved, they were not able to meet the learning outcome indicators set by the researcher. Similarly, student performance in cycle I remained low. The teaching games for understanding approach can be considered successful if the percentage of active participation of all students during the classroom learning process reaches 75%. Meanwhile, the observational results only show 69%. Therefore, this classroom action research requires action in the next cycle.

Results of the implementation of Cycle II

The implementation of the second cycle of football learning ability learning has been said to be complete, which is greater than the KKM > 75. It can be seen from the results of the second cycle observation, which was followed by 35 students. The average value obtained was 87, and students who obtained a score > 75 were only 27 students, or 93% based on the data obtained that the football learning ability in the student learning process has experienced a predetermined increase.
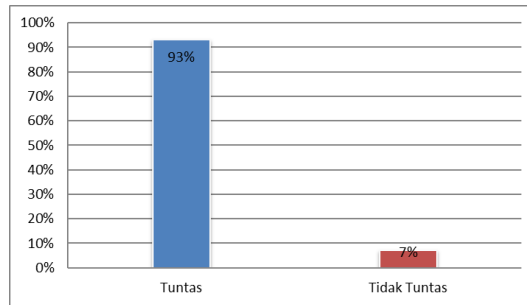
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Figure 6.

Football Learning Ability Graph Cycle II

Based on the results of the football learning ability test, the implementation of Cycle II was declared successful, and no further cycles were necessary. This is evident from the students' positive learning outcomes, as well as the student observation sheets. Furthermore, the students' classical mastery standards were also met.

The improvement in football learning ability through the teaching games for understanding approach achieved an average score of 79 in Cycle I. In Cycle II, the average score was 87, representing an increase of 8% between Cycles I and II..
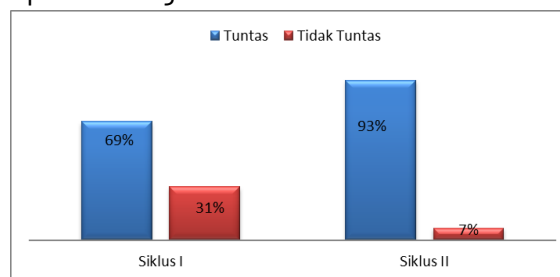

Figure 7.

Cycle I and Cycle II Graphs

Discussion

The results of this study indicate that the implementation of the Teaching Games for Understanding (TGfU) approach can have a positive impact on improving elementary school students' football learning abilities. In the first cycle, learning outcomes were still relatively low, with the average score only reaching 79, with a completion rate of 69%. This condition indicates that some students were unable to fully grasp the material taught. Contributing factors included students still adapting to the TGfU learning model, which emphasizes understanding game tactics and strategies, rather than simply practicing basic techniques. Furthermore, limited practice time and students' lack of focus in following instructions also impacted learning outcomes in the initial stages.

In the second cycle, after improvements were made to the learning process, significant improvements were seen. The average student score rose to 87, with a classical completion rate of 93%. This improvement occurred because students became accustomed to a learning model that emphasized active involvement in the game, understanding match situations, and teamwork. TGfU allows students to learn through direct experience in the game, enabling them not only to master technical skills such as dribbling, kicking, and passing, but also to understand when and how these skills are used

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in real-life game situations. This aligns with Bunker & Thorpe's (1982) observation that TGfU helps students develop both tactical understanding and technical skills.

Furthermore, the TGfU approach has also been shown to increase student learning motivation. Through games designed to suit their ability levels, students are more enthusiastic about participating in learning because they feel actively involved. The varied, game-based activities provide a fun and challenging learning experience. This aligns with constructivist theory, which emphasizes that learning is more meaningful when students actively construct knowledge through direct experience. Thus, TGfU not only improves cognitive and psychomotor learning outcomes but also supports students' affective development, such as sportsmanship, cooperation, and self-confidence.

Based on the results of this study, it can be confirmed that TGfU is an effective approach to physical education, particularly in football. The increase in average grades and completion percentages from cycle l to cycle ll indicates that game-based learning is more suited to the characteristics of elementary school students, who tend to enjoy learning through play. Thus, physical education teachers are advised to further integrate TGfU into learning activities so that students not only master basic technical skills, but also have tactical understanding and decision-making abilities in the game.

CONCLUSION

The conclusion of this study shows that the implementation of the Teaching Games for Understanding (TGfU) approach is effective in improving students' football learning abilities. In the first cycle, learning outcomes were still low, with an average score of 79 and a completion rate of 69%. However, in the second cycle, there was a significant increase, with an average score of 87 and a completion rate of 93%. This proves that TGfU is able to improve students' understanding of game concepts, basic technical skills, and learning motivation, so it can be used as an alternative, relevant learning model in physical education.

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