



Teaching Games for Understanding (TGfU) Learning Model on Learning Motivation in Soccer Learning

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ABSTRACT

Low student learning motivation and a variety of learning models are needed so that it is not monotonous. A learning approach is needed to develop subject matter in the context of learning playing technique skills so as to develop student understanding during play and students can apply it during the game. To examine the Teaching Games for Understanding (TGfU) learning model on learning motivation in soccer learning. This type of research is an experiment with a non-randomised control group and a pretest-posttest design. The sample in this study were students of the Physical Education study programme of STKIP PGRI Jombang class 2021, students of class 2021A as the experimental group, and students of class 2021B as the control group, each class totaling 21 students. The instrument used to determine student motivation is a motivation questionnaire. The data was analysed using the independent sample t test using SPSS 24. The results of the data analysis show learning motivation with a sig (2-tailed) of $0.000 < 0.05$, meaning that there is a difference in learning motivation between the experimental group and the control group. There is a significant effect of the Teaching Games for Understanding (TGfU) learning model on learning motivation in soccer learning. The sample in this study was small and needs to be developed in a real-world context. Future research needs to examine more educators to be able to intervene with a larger sample.

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INTRODUCTION

Learning is done by an educator to develop and accept the ideas of their students, so the educator must be able to interact well. The teaching and learning process consists of three elements: educators, students, and learning objectives. An educator must be able to motivate students to improve their abilities. In developing learning outcomes, they must pay attention to student behaviour. This behaviour relates to the efforts made by students



in the learning process. In addition, the actions of an educator in the classroom can have a significant impact on student engagement and growth. It is intended that through the actions of an educator and students, learning objectives can be achieved, namely the development of cognitive and affective aspects and the mastery of student motor skills.

A teacher must have additional pedagogical skills, including the ability to motivate students to learn. Teachers must understand the importance of motivation in the learning process in order to carry out their duties well. Motivation is the drive to achieve a certain goal, both within and outside the organisation (Prasetiyo & Susanto, 2021). The role of student learning motivation can be analogized in the context of learning as fuel to drive the learning machine and encourage students to behave actively to achieve in the classroom. Student engagement in the classroom has a significant impact on their intellectual, emotional, and social growth. Engaging children, encouraging them to take initiative, and letting them shape their own education. However, many educators still use teaching strategies that encourage student passivity, which can be boring and inhibit students' creative potential. Therefore, a learning method that can also influence learning motivation is needed.

One of them is the TGFU (Teaching Games For Understanding) learning model. This learning model is used by considering the needs of students and also providing a learning environment that prioritises motivation, problem-solving skills, and decision-making (Metzler, 2017). Students can assimilate the tactical elements of the sport by playing the game in smaller and/or modified or conditioned parts, as the TGfU pedagogical model is essential for solving problems in a constantly changing game environment (Martnez-Santos, Founaud, Aracama, & Oiarbide, 2020). Therefore, one of its objectives is to encourage students to look at different game situations. For this reason, the application of the model must follow several stages (Gaspar et al., 2021). (1) Students must first be able to understand the form of the game, introducing different forms of the game according to their age and experience; (2) later, students must learn to appreciate the game by understanding the game roles that must be played; and (3) once they understand the rules, it is important for students to acquire tactical awareness. In this phase, the decision-making process developed by students allows both them and the teacher to recognise and relate tactical flaws; (4) finally, in the context of the game, students must execute the specific technical skills of the sport practised.

Learning with the TGfU (Teaching Games for Understanding) approach can be used as an effort to make learners enthusiastic and actively participate in learning (Hasmarita, 2018). TGfU focuses on teaching learners tactical understanding before they relate it to skill performance; thus, TGfU offers a tactical approach to teaching the performance of the game of football. This implies that the experience of playing games should be used to approach teaching the game of tactics and skills. Based on this, researchers are interested in examining the effect of the Teaching Games for Understanding (TGFU) learning model on Learning Motivation in Soccer Learning.

MATERIALS AND METHODS

This type of research is an experiment with a non-randomised design. control group pre-posttest design. The sample in this study were students of the Physical Education study programme of STKIP PGRI Jombang class 2021, students of class 2021A as the experimental group, and students of class 2021B as the control group, each class totaling 21 students. The instrument used to determine student motivation is a motivation questionnaire. The data was analysed using the independent sample t test using SPSS 24.

RESULTS AND DISCUSSION

Result

The results of the calculation of student learning motivation during soccer learning are as follows:

Table 1. Pretest Data Descriptions

Group	Statistic	Min	Max	Mean	Std. Deviation
Control	Motivation	56	83	67.43	5.450
Eksperiment		52	97	76.43	6.898

Tabel 2. Posttest Data Descriptions

Group	Statistic	Min	Max	Mean	Std. Deviation
Control	Motivation	61	82	69.76	5.076
Eksperiment		67	98	88.43	7.607

This test is used to ensure that the data obtained is normally distributed. In the table below are the results of the data normality test using shapiro-wilk.

Table 3. Normality test

Variable	Test	Eksperiment Sig	Control Sig	Ket	Status
Motivation	Pretes	0.256	0.140	P > 0.05	Normal
	Postest	0.199	0.167	P > 0.05	Normal

The data above shows Sig (2-tailed) > 0.05. This means that the test criteria are met, the data from both groups are normally distributed. This test is used to determine if the group variances are similar, so that comparisons can be made fairly (Maksum, 2018). The homogeneity test uses the lavene'test. If the value of the lavene'stest statistic > 0.05 means that the data has a homogeneous variant.

Table 4. Homogeneity test

	Lavene Statistic	Sig.	Description
Motivation	5.792	0.608	Homogen

Based on the table above, it shows that student learning motivation data varies homogeneously. The data above is known to be significant or (p) > 0.05. So, it is concluded that the variance of each group is the same or homogeneous. From the results of data analysis is normal and homogeneous, then for hypothesis testing using t-test (independent sample t test).

Table 5. Calculation of T-test between Groups

Test	F	Sig. (2-tailed)
Motivation	5.892	0.000

The results of the data analysis above show that for learning motivation with sig (2-tailed) 0.000 < 0.05 means that there is a difference in motivation between the control and experimental groups.

DISCUSSION

The TGfU learning model results in fewer corrections from teachers; in fact, teachers only correct students when they have serious problems. Students also agreed with their

classmates on their level of engagement in learning activities, suggesting that they felt more social support when they made mistakes (Ortiz et al., 2023). Affective feedback (such as "Well done!" or "Well done!" or "Go!") is equally effective in encouraging student action in the moment (Castejón & Giménez, 2015). Students' sense of competence and, by extension, their intrinsic drive are boosted as a result of this positive reinforcement (Morillo-Baro, Reigal, & Hernández-Mendo, 2015). Equally, questioning allows students to recognise their main assets for solving various tactical situations and to learn that it is possible to gain more strategy knowledge and, thus, make easier judgements. The TGfu learning model is often applied in the learning process. As students are given greater freedom in the learning process through task allocation and the promotion of greater involvement in learning (Jacob et al. 2018), the TGfU model is an ideal way to promote higher levels of motivation, which in turn helps to generate greater adherence to physical activity practises.

The main goal of physical education is to increase students' motivation because the most motivated students believe they have better skills, which helps them achieve better learning outcomes (Mandigo & Holt, 2004). Therefore, students' perceived ability is enhanced by higher participation and involvement in games. It also increases students' desire to play sports. In terms of gender, the application of TGfU allows for different learning situations where boys and girls have equal opportunities. It also allows students to work together and share resources so that they can learn better for themselves and others. Therefore, students have a more positive perspective on sport following learning tasks designed with a connection to the reality of sport using the TGfu model (Kirby, Byra, Readdy, & Wallhead, 2015).

CONCLUSION

Based on the results of the study, it can be concluded that the TGFu learning model has a significant effect on student learning motivation in soccer learning courses. TGFU learning provides students with freedom in the learning process through greater involvement in learning. It allows students' autonomous satisfaction to increase, which affects their involvement and activeness in the learning process.

CONFLICT OF INTEREST

There are no conflicts of interest in this article.

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