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**THE EFFECT OF TGfU (TEACHING GAME FOR UNDERSTANDING)
ON FUTSAL GAMES FOR JUNIOR HIGH SCHOOL**

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Abstract

The purpose of this study was to determine the effectiveness of the teaching game for understanding (TGfU) method in improving futsal game skills. The method used in this research is experimental. The technique in sampling is using purposive sampling with the category of students who have basic skills of futsal games. The participants involved totaled 25 students (20 boys and 5 girls) and were divided into 5 teams. Each team received the same treatment with the TGfU learning method. The instruments used in the study used observations and interviews. Observation includes decision-making, skill execution, Successful Game performance, player participation, and Enjoyment. Data collection used a 1-4 Likert scale with statements 1 (very poor), 2 (poor), 3 (good) and 4 (very good). The research findings show that during the intervention, participants can show their performance in a futsal game. The form of skills that students learn and master can also provide their enjoyment during learning. Therefore, TGfU can be a pedagogical approach to physical education learning in terms of technique, and students' enjoyment in the game, and useful for organized futsal teaching-learning activities.

Keywords: Teaching; Games for Understanding; Decision-Making; Skill Execution; Successful Game performance; Player Participation; and Enjoyment; Futsal

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INTRODUCTION

In this era of globalization, the game of football has undergone many changes and developments in various forms, both rules and games. The rapid advancement of science and technology has also greatly influenced the development of football. That level satisfaction player or athlete to application in football footwork drills (Saputra et al., 2022). In soccer, researchers have analysed the amount of playing area each player is afforded during match play to manipulate the playing areas (Fradua et al., 2013). That the sport of football always adapts to



every development of the times both in terms of technology and that supports the achievement of maximum achievement.

Along with the development of technology, players and teams continue to develop various training methods to achieve maximum performance in each championship. Successful achievement is a logical demand in the football industry. Because achievement will lead to an increase in the team's commercial income. Achieving victory is a form of achievement, but the team must also show attacking and entertaining futsal. Futsal coaches to recognise the most suitable situations for achieving efficacy when using the goalkeeper as an outfield player strategy (Méndez-Domínguez et al., 2019). Strategy also plays a role in a team's performance during a match, but a player's cognitive level is required to implement match strategy in a competition.

Soccer is more dominant in the skill abilities of players and teams. Ball games are a great instrument and help develop individual techniques (Caglayan et al., 2018). Because players can be more mature and have more control of the ball. The small number of players in a team is crucial for all players in defense and attack. Each player's strategy and preferred position needs to be considered, but all players must help each other and must have the mentality and character to defend and attack. In addition, the individual technical ability of each player will be important to achieve success in the match. So each player must show good skills in dribbling, as well as when trying to pass opponents.

Team sports like soccer require various ways to improve players' skills and fitness levels when performing under pressure situations. Modified games can be played on a smaller area of the field, as well as using adjusted rules and involving fewer players. The specific preparatory phase SSGs with a focus on technical skill executions could be beneficial (Bonney, Ball, et al., 2020). This method is used in training to create a playing environment and the occurrence of interactions between



players is constantly changing in a dynamic way. Thus creating opportunities to challenge players to make timely decisions while performing sport-specific technical skills. This integrated approach allows the various methods to have high representation for matches, and performance components (i.e., technical, tactical, physiological, and psychological) to be applied at one time (Bonney, Berry, et al., 2020).

Technical skills are an important element of the game of soccer. A player is unlikely to achieve success without good passing and dribbling skills. Some systems were mainly focused on the successful or unsuccessful outcome of technical performance events, such as shoots, dribbles, crosses (Paul Larkin1 et al., 2016). For this reason basic skills are emerging as an integral part of game sports. At the end of a 12-week sports training, a positive development was seen in basic motor skills and that useful results can be obtained with such exercise programs (Huseyin, 2019). The development of basic skills is a step-by-step process, repetition, and there is a systematic and continuous. For example, in a match there are results that show the number of successful and unsuccessful passes, because this shows the level of success of the player in mastering the technique.

Passes are made by every player on all sides of the pitch and at the right intensity can provide opportunities for players to create opportunities and even score goals. Players are most likely more successful when passing the ball backward or sideways than attempting forward passes (Goes et al., 2019). Offensive sequences that started in the pre-offensive or offensive zones were more successful than those started in the defensive zones (Sarmiento et al., 2018). Football players must master the passing techniques because the ability to play techniques supports a player in playing football (Soniawan et al., 2022). When dribbling, players have the possibility of using other techniques such as passing, shooting or controlling the ball so that it is not easily captured by the opponent. A soccer player moves quickly



along with the ball during the game and crosses opponents with various techniques and finishes dribbling with a good shot or pass.

Football matches that provide high-speed attacks can allow spectators to enjoy the game. With various basic techniques that must be mastered by every soccer player, the right training method is needed so that players can continue to develop their skills. However, the absence of a system that can analyze and evaluate player performance at each level has an impact on the quality of football games. Therefore, researchers want to know the impact and effect of the TGfU (Teaching Games for Understanding) training method in improving soccer skills.

However, in previous studies, the TGfU method has always been associated with games that demand maximum performance. Basically preparing a soccer team to perform at a competitive standard is a complex process and depends on several individual and team-related variables. Over the past few years, teams that have dominated domestic competitions have used a style of play that is based on playing skills and ball possession. This suggests that each player prefers to "control" the game by dictating the opponent's play. Some coaches and analysts attribute this success to short passes and player movement, as well as passing the ball through various positions and maintaining possession. Thus, this study aims to reveal the application of the TGfU model in physical education learning at school, to provide opportunities for students to improve and develop their futsal playing skills.

METHOD

The procedure for recruiting participants with the experimental method used purposive sampling. The study was authorized by the school principal. All participants were students of the school, but before taking part in the study they were informed about the purpose and experimental conditions and signed a consent form before the study. Twenty-five students (20 males, and five females who had an average age of 13.56 years) volunteered to take part in the study. All participants were physically active and healthy, with less than 3 years of soccer practice. All

participants were also asked to avoid caffeine consumption, asked not to do strenuous exercise 48 hours before coming to the field. Before starting the experiment they had to sleep for at least seven hours the previous night, and eat normally.

Tactics and techniques, as well as tasks, questions, court space, number of players, and rules are the observed judgments. All participants are designed to create comprehensive and complex challenges, but adapted to the players. In the first session the principle of the game is to maintain possession of the ball. Based on this, the players must understand that they will maintain possession of the ball, when passing (technical content) and know what to do after passing the ball (tactical content). Then, they must learn how to execute the most effective techniques in each match situation (technical content), namely passing the ball using the inside of the foot and facing the target.

RESULT AND DISCUSSION

Results and discussion contain the results of research findings and scientific discussion. Based on observations obtained from research findings including (Decision making (DM), Skill Execution (SE), Successful Game Performance (SGP), and, player participation, (PP) and Enjoyment (E) which have been carried out during the research will be displayed in table 1 and in table 2. qualitative data will be displayed from several questions posed to participants below.

Table 1. Mean, standard deviation, and significant difference, of variables on pretest-posttest assessment

Variabel	Pretest		Posttest		t	p
	M	SD	M	SD		
Decision Making	4,28	1,02	7,17	1,57	4,582	2,035
Skill Execution	6,29	1,19	8,71	1,68	3,242	1,997
Succesfull Game Performance	6,17	1,21	8,16	1,98	3,252	2,028
player participation	65,12	4,12	87,20	5,12	6,171	2,010
Enjoyment	5,28	0,98	8,19	1,02	3,281	2,179

Table 2. Student and teacher responses to each variable

Variable	Findings
Decision Making	Student: "I can pass the ball to a friend who has a free position, can stop the opponent's attack, or help when it is attacking." "I can also make decisions when attacking or defending because I know the position". Teacher: "The strategy to limit the game has helped the team a lot in defense and attack." There are some differences in the pattern of attack and defense in each group
Skill Execution	Student: "I know how to dribble, pass the ball with the inside of my foot, shoot properly, and create chances under attack". Teacher: "After reflecting on the first lesson, what can be improved and considered important in the game". Each student must master the technique properly and correctly to be able to play.
Succesfull Game Performance	Student "I learned how to play futsal properly, cooperate with my teammates, and can practice the basic skills of playing futsal to reduce mistakes during the game". Teacher: "Every group did well". "I noticed a general improvement in capabilities after the deployment of the TGfU unit".
Player participation	Student: "I participate fully during learning because in this futsal learning unit I can socialize with teammates and opponents" Teacher: Student participation during learning increased during the intervention
Enjoyment	Student "I am interested and feel happy because I can play futsal well." "Every task given by my teacher can solve it by trying repeatedly". Teacher: "Students welcome the TGfU unit as a way to improve the performance of playing futsal ball".

The results of the analysis of the TGfU method were seen based on the results of the analysis of differences in groups based on the variables studied. Furthermore, after looking at the differences between the pretest and posttest, it was found that the TGfU method was effective in improving students' skills in playing futsal. This is in line with research which states that when implementing TGfU students can dribble correctly, pass on target, be more daring to help the team when



attacking and defending (Tangkudung & Mahyudi, 2022). However, there are several things that need to be considered during the trial because the skills of students who are not the same will affect the performance of the game. Therefore, the teacher needs to make game modifications so that each assignment given to students can be carried out. Modified games successful because the rules favored the attackers or the defenders and tactical and technical contents aligned based on the principles of play (Barquero-Ruiz et al., 2020).

As shown by the teachers that skill improvement could be due to using TGfU. Students can execute techniques that can be developed after the players understand the tactics of the game. The passes are more effective as the players are oriented toward their teammates. One team understands that they have to keep the ball to improve their technique. TGfU is an instructional model focused on developing learners' abilities to play games (Memmert et al., 2015). When dribbling the ball the players move forward with small steps and slowly. In the games for understanding model, exposing students to gamelike experiences early on is done through introducing a minigame, which also includes a description of basic rules and other constraints of the full game (Adrian & Thomas, 2015). To promote more integrative learning, cognitive psychology has proposed alternative teaching methodologies based on an ecological point of view of teaching in sports, being one of the most common approaches to teaching games for understanding (Sierra-Ríos et al., 2020). However, this does not happen simply by playing more forms of the game, but by linking decision making and technical execution. This relationship is called alignment, which is based on the principles of the game.

While the tryout is in progress players are advised to not only deliver the ball proficiently but also gain possession. Positive effects on the probability of winning (shot, shot on target, shot from counter attack, shot from inside area, ball possession, short pass, average pass streak, aerial advantage and tackle)



(Liu et al., 2015). Possession time and passing predicted aggregated team success in domestic league play (Collet, 2015). Passing and shooting angles, and interpersonal distance showed higher variability in dribbling than in passing and shooting situations (Corrêa et al., 2016). With these dribbling limits the number of skill executions carried out by each player will increase. This can affect the player's ability to show his skills and create opportunities in the game. Possession strategies during matches and that selected variables such as successful passes were identified to explain various playing positions (Bradley et al., 2014). In the TGfU method, each player tries to open space and find the best position to be ready to receive feedback from his teammates. This allows each player to continue to move around the field, so that the opponent also tries to stop passes and attacks.

In the TGfU method, the implementation process is carried out in elements or more to modify the game of futsal. For students, it makes it easy to follow every assignment given by the teacher. Students who are unclear and do not understand the basic techniques will understand the movement more quickly because they are assigned to master the ball first. Based on the learning process of the TGfU method, the skills carried out by students slowly increase from each meeting. TGfU model during the season perceived significantly higher values in coach autonomy support, need satisfaction, and self-determined motivation, and lower values in need frustration, compared to those who received a technical-traditional model (Diloy-Peña et al., 2022).

Forms of skills learned and mastered by students can also give them pleasure during learning. Typical movement patterns in this sport demonstrate common offensive sequences and movement patterns related to goals and this could provide important information for the development of physical and technical training drills that replicate important game situations (Sarmiento et al., 2016). So this method is important for teachers in implementing tasks to improve skills in



sports games. TGfU will help students' adaptive development and allow students acquiring sense of achievement through inspiration, creation, fun, and gamification teaching methods to enjoy learning fun and achieve the idea of learning with fun in football education (Jia, 2021).

CONCLUSION

Based on the findings of this research and by considering the reasons that cause students to have difficulty mastering skills and the failure of a game, the researcher concludes that TGfU can be a pedagogical approach to physical education learning in terms of technique, students' enjoyment of the game and is useful for teaching and learning activities in futsal. organized. Teacher assistance can be very important to get good student skill results because these skills are the focus and attention of the teacher during learning.

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The Effect of TGFU (Teaching Game for Understanding) on Futsal Games for Junior High School

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