

# c9-InfluenceofTGfU to PE

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## The influence of “*Teaching Sport Concepts and Skills: A Tactical Games Approach*” to Physical Education

by

Wawan S. Suherman<sup>1)</sup>

### Abstract

4

This article aims to review “*Teaching Sport concept and skills: A tactical games approach*”, and to describe the influence of tactical games approach to development of teaching physical education. Linda L. Gruffin, Stephen A. Mitchell, and Judith L. Oslin arrange book titled “*Teaching sport concepts and skills: A tactical games approach*”, that discuss the way to teach concept and skill of sport through tactical game approach. Tactical game approach emphasizes the tactical understanding development before technical mastering, so this approach more provide supply by balancing the understanding on why does the game play before and how does the game play after. Therefore, physical education is taught pleasurable ways, enjoyable ways and challenges the students’ ability. In this global scale, lately, many kind of various descendants from *Teaching Games for Understanding* (TGfU) expand based on the way of using and cultural context that occur in every country. Various names appear to distinguish TGfU, such as “Play Practice” (Alan Launder Australia), “Game Sense” (Australia), “Games Concept Approach” (GCA Singapore), and “the tactical games approach” (USA). A tactical games approach quite influences the physical education discipline, not only to science development but also in increasing the quality of physical education teaching. Besides, it is practiced in the physical education teaching process, which encourages students’ competency in sport games skill, it has donated the development of physical education discipline progress, by having it as discussion materials, article placed in journal and magazine, and as studies matter in various research.

6

Keywords: *Teaching sport concepts and skills, a tactical games approach, Physical education.*

### Introduction

Physical education is one of subject matter taught in school. Some students have negative view about physical education teaching process. They assume that this process is one of action that waste time, bore, causing tired and foolish. Besides, there are also students have opinions

7

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that this subject, physical education, is enjoyable experience, free, and give big freedom because teacher only give tools then they are excused to do games as they loves until the physical education class end. These conditions happened because inaccurately teacher choosing the method that used in teaching process.

Actually, physical education gives large, opportunity for teacher to create interesting learning process, please, and sharpen students' mind. Many kind of materials start from games until advanced-skills sport, learning place inside or outside the class is an opportunity for teacher to develop lesson that missed by students. That process will be formed if teacher had good knowledge and capabilities in teaching and learning method.

This book, <sup>4</sup> ***Teaching Sport Concepts and Skills: A Tactical Games Approach*** is one of book which discussed the physical education teaching process, especially about teaching method. That book is very interesting to analyze because it adds the varicosity teaching method. The study will discuss about the characteristic of this book, continued with discussion about historical reflection tactical games approach, then, how tactical games approach influence the development of physical education.

#### <sup>1</sup> **Book Review *Teaching Sport Concepts and Skills: A Tactical Games Approach***

<sup>4</sup> Linda L. Griffin, Stephen A. Mitchell, and Judith L. Oslin write a book titled <sup>28</sup> ***Teaching sport concepts and skills: A tactical games approach***. <sup>27</sup> This book discusses the way to teach sport concepts and skill through tactical games approach in pleasure and enjoyable manner.

<sup>26</sup> ***Teaching sports concept and skills: A tactical games approach*** divided into three parts as follows; First part, a tactical games consists of two chapters. First chapters, guidance on how to use the book, introducing, and pushing teachers to read and use it as reference and guidelines to create physical education lesson, especially games material. It is insisted by the author by saying *we organized the book to answer the*

*why, what, and how of games teaching* (p. 4), chapter 2 Comprehending Tactical Approach, the author proposes arguments or reasons and promotions to the readers not to hesitate using this book, deliver the way of arranging tactical approach implementation, and informs/introduce how to arrange structure of games become elements; tactical problems, skill of control over a ball, and movement without a ball. Besides, a level of tactical games complexity is given, so that teacher can teach in accordance with students development stages.

The second part of Tactical approach to teaching sport particular game is divided into chapters 3 to chapter 9. This section discusses how to teach the game so interesting sports, fun, and educate the students. The author set a classification system to sports games (1) invasion games: soccer and basketball, (2) net games: volleyball, badminton, and tennis, (3) games using a guard or score: softball, and (4) target game: golf. By using such classification, the author describes the applications tactical games approach by giving examples of unit and lesson plans Football (chapter 3), Basketball (chapter 4), Volleyball (chapter 5), Badminton (chapter 6), Tennis (chapter 7), Softball (chapter 8), and Golf (chapter 9).

In general, chapter 3 – chapter 9 contains the answers to the question how to teach sport games with tactical games approach. Lesson materials prepared in the form of units and lesson plans that can be used for physical education learning process in elementary and secondary schools. Lesson plans developed to improve students' skills in problem-solving tactics game that is made in a format that contains the problematic tactics, the focus of learning, and learning goals. Each learning materials arranged in the order, game- questions- practice- game continuously progress. The details are (1) learning objectives (attacks using the under pass) and the condition of the game (the size of the playing area and special regulations) is written in the early part of the lesson plan, (2) forms of the game modify with using master skills, (3) the question of what to do and how to do tasks that encourage students to think about the answers to

the problems faced, (4) other tasks that provide opportunities for students to develop tactical awareness and movement skills. Some relevant forms of learning are provided to facilitate the learning process of teacher conduct, and (5) study ends with a game that provides the opportunity for children to apply the skills that are owned and give the opportunity for student to understand the values of skill in the appropriate context of the game, so it can achieve learning goals.

The author states that the learning plan presented as a model for the teacher to develop their own material to be delivered. Teachers are welcome to review the material presented is whether the material in accordance with the level of student ability. Do not use without deep thinking what are listed in this book.

The third section, Assessing and Implementing a tactical approach, discuss strategies to implement and assess learning that uses tactical approach. This section is divided into 2 chapters, that is, chapter 10 which discusses authentic assessment to assess learning outcomes of physical education. Instrument used was the Game Performance Assessment Instrument (GPAI). This tool is believed to be able to measure game performance components owned by the students. The author states that the use of authentic assessment is essential when learning curriculum aims to implement consistently.

Chapter 11 contains implementing a tactical approach describing the invitation and supporting evidence, which encourages teachers to begin the journey to use a tactical game approach. The author describes the skills and attitudes that needed to study a tactical approach, i.e. (1) translate learning into action, (2) persistence, (3) filling cognitive needs in learning, and (4) flexibility. The implementation of the tactical approach that has been done by practitioners that have been done following these sequences (1) explicated the core beliefs, (2) small thinking, (3) select a preferred sport, (4) made a favorite sport, (5) thinking style game, (6) make learning being a game cycle game-training-game, (7) set up lesson



plans, and (8) collect friends. This material obtained from the workshop teacher capability, and input from teachers who have been conducting tactical approach in their respective schools.

### **Historical Reflection “Tactical Games Approach”**

Tactical games approach developed by physical education experts in the United State of America, as a variants of the approach to “teaching games for understanding (TGfU)”. TGfU developed by Bunker and Thorpe (Professors at Loughborough University in the United Kingdom). The concept was developed into a book and first published in 1982.

In a global scale these days, various form of variation derived from developed based on the way TGfU utilization and cultural context in each country. Various names appeared to differentiate with TGfU, such as “Play Practice” (Alan Launder-Australia), “Game Sense” (Australia), “Games Concept Approach” (GCA-Singapore), and “the Tactical Games Approach” (USA).

*The tactical games approach* was developed in order to improving the quality of physical education teaching. This approach was developed based on disillusionment with the traditional way of teaching physical education in schools conducted in the 1980s. Bunker and Thorpe (1982) highlight the limitation of traditional approach in teaching physical education. Traditional approaches are dominated by the assessed learning branch techniques in a highly structured learning in which a set of motor skills are taught in stages to a group of learners. This approach tends to over-do (1) separate from the context of learning techniques that actually play sports for exercise, (2) weaken the performance of duties during the learning progress, (3) excessive repetitions in practice the skills that are less provide an opportunity for students to transfer skills who have mastered into the actual game conditions. Ways of learning that led to the necessary of teachers to emphasize the cognitive aspects of development and decision-making skills in teaching physical education. Specifically, the evidence presented (a) most students were less successful in learning as

a result of emphasis on technical mastery, (b) most students lack of understanding of how to play the game right, (c) to produce students who have good technique, but do not have the ability to make decisions, (d) result a player who relies heavily on the coach or teacher, (e) fails to produce an intelligent audience and a skilled committee when sports are an important form of entertainment (Hopper and Thorpe in Chouinard, 2007).

Taking into account the above discussion, it appears that the tactical games approach emphasizes the development of tactical understanding prior to the technical mastery, then this approach gives better equipped to balance the understanding of why the game is how the game performed before. Lately, physical education experts devote much attention to the discussion about pedagogical basis used in the implementation of this learning method, such as what philosophical basis, what learning theory is used. Besides, various studies have been done, such as comparing the tactical approach and technical approach, which is best in improving learning outcomes. Other topics studied are how the response of the teachers and prospective teachers to the tactical game approach. The result is that in addition to various articles in journals, as well as some theses and dissertations.

Besides discussed and reviewed in the study, this approach is also practiced by teachers in the physical education learning process, and made the lecture material for prospective teachers. The course of tactical game approach, since its launch in the United States, showed encouraging developments. Full color dynamics are causing this approach as a concept has matured and become one of the recognized learning models exists in the treasury of physical education.

#### **Influence “Tactical Game Approach” on Physical Education**

Physical education learning process that is using this approach will provide benefits for teachers and students, as noted by the author of the book stating that *the benefits of the book are twofold. First, as a teacher,*

*the book encourages you to rethink your games teaching. The second benefit is to the learner. Built into a tactical approach is individual instruction rather than class-paced instruction (p. 4).*

This book is quite influential to the discipline of physical education, not only to the scientific development of physical education, but also to improve the quality of physical education lessons. In addition to the learning practiced in physical education, which enhance students' competence in the skills of playing sports, this approach has helped advance the development of physical education discipline, with it as a discussion material, loading of articles in journals and magazines, and materials in various research studies.

Many experts in Europe, America, and Asia, including Indonesia, assess, use and exploit the tactical games approach in physical education, as noted by author that *teachers and students have responded enthusiastically to a tactical approach (p. ix)*. In addition, this book was develop based on research results and experience of teachers in the field. *Our research, and the experience of others, indicates that students find a tactical approach motivational and teachers find it preferable way to teach games (p. 9)*. Therefore, this book has influenced the practice of teaching physical education in most of the world.

The maerit of this book is the firm by stating that the development approach can be used to teach the game in elementary school, and high school. In addition, the presentation of various examples of learning plans tailored to the tactical level of complexity in the game. Nevertheless, the authors suggest that teachers do not trace one hundred percent what listed on this book, teachers need to make adjustment, and creative in dealing with various obstacles. Thus, this book gives space to the teachers to develop learning materials and designs in accordance with the circumstances he faced.

For teachers, the presence of this book provides an additional choice in the determination of teaching methods that will be used. With the



addition of these tactical games approach, a collection of physical education teaching models become more complete. Other physical education methods is *Mosston's spectrum of teaching style, part-whole methods, computer assisted instruction, drill-demonstration-lecture methods*. Thus, the quality of physical education is expected to improve..

### Conclusion

Book <sup>1</sup>“**Teaching Sport Concepts And Skills: A Tactical Games Approach**” written by Linda L. Griffin, Stephen A. Mitchell, and Judith L. Oslin has published the second edition in 2005. Issuance of the second edition of the book indicates that this book is encouraging response from the market. Speech is not surprising because according to the quality of this book. This book offers an alternative teaching-learning method <sup>14</sup>that can be used by physical education teachers in the learning practice in schools. Thus, adding broad repertoire of teaching of physical education teachers.

Tactical games approach provides a significant contribution to the development of physical education lessons. This is demonstrated with resultant dissertation and theses examined tactical game methods, research results, and various seminars organize to discuss this approach. Physical education learning processes become more attractive, and educate the children become more interested in physical education.

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PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9