Physical Education Teachers' Interpretations of Teaching Games for Understanding Model

by Soni Nopembri

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Abstract: Physical education teachers need to adopt various teaching approaches to meet the school curriculum and their professional competence. Therefore, the purpose of the study is to evaluate the implementation of Teaching Games for Understanding (TGfU) model by conducting action to physical education teacher who has got long teaching experience. The research applied Participatory Action Research. The subjects of this research were 19 physical education teachers who had got training of Teaching Games for Understanding. Data collection was conducted intensively through questionnaires, in-depth interviews, Focused-Group Discussion (FGD), observation, and documentation. The collected data were analysed qualitatively and quantitatively. Physical education teachers had got proper interpretations of the TGfU model. The research indicators are PE teachers had a good understanding of the TGfU model, PE teachers had a competence in applying the TGfU model on Physical Education at school, the teacher itself is a highly influential factor, and PE teachers' perspectives on the TGfU model were good. Physical education teachers' interpretations of the TGfU model have been proper.

1 INTRODUCTION

The Physical education is an education that applies students' physical activities as a means to achieve the educational goals. Physical education is an educational process that uses systematically planned physical activities to improve individual organically, neuromuscularly, perceptually, cognitively, and emotionally. Physical education is an integral part of the general education process, which is intended to develop better students' physical, mental, and emotional, using physical activities as the mean (Bucher, 1995). There is no education without pedagogical goals, and there is no complete education without physical education. It is because movements are essential for human beings to recognize the world and one's self that develops along with time. The Movement is the main purpose of physical education learning, which has dynamic meaning and significance. The instruction that explores students' creativity in moving could help the achievement of the instructional goal.

The biggest part of physical education is game learning that is related to sports. Nowadays, middle schools and universities use games as one of the activities to achieve physical education goals. Students are very fond of various games, either individual or group. Teaching games in physical education put more emphasis on the playing skills mastery by repeated drilling, so that chance to play reduced. As a result, students' performance on the games frequently indicates obstacles to cooperate and compete. For that reason, it is considered necessary to have game teaching that engages students in the game organization without merely emphasizing on the skill mastery through drilling. The emphasis on the technique mastery results in saturation and boredom for the students, though teaching game is intended to gain the excitement of the game. For instance, as a football player, a student would prefer to handle and play the ball. The technical mastery in games is necessary, but in physical education teaching, the exploration of other areas must be comprehensive and holistic. Most current teaching methods emphasize more on the technical mastery than the tactic. Meanwhile, the emphasis on tactics will lead to the spatial awareness and shape game technique well, so that the teaching would be more efficient. On the other hand, the cognitive aspect would properly develop as well.

Teaching Games for Understanding (TGfU) model pays more attention to develop cognitive domain dominant without forgetting psychomotor and affective domains. Behaviour measurement is conducted to measure the effectiveness and

engagement of the games that are developed to contribute to the action and skill measurement, which measured about the cognitive domain. Researchers and educators have paid little attention to cognitive and affective domains. The influences of working and having fun in the sport would give greater effects on the game learning. For instance, children, coaches, and parents must know games and game situations that are more fun than continuous technique-oriented drilling. Teaching Games for Understanding (TGfU) approach is a game learning approach that focuses on the game itself. In TGfU, the most important thing is answering why and what is the purpose of the game teaching, not on what and how the game played. TGfU stimulates children to comprehend tactical awareness of how to play a game to get its benefit so that player could make a decision quickly toward what to do and how to do (Setiawan and Nopembri, 2004). TGfU is a game and student-centered teaching an approach to teaching games that are closely related to sports with constructivist learning (Griffin and Patton, 2005). TGfU is an educational approach that helps students' development of tactical awareness and skill learning. TGfU is very efficient on student and game-centered teaching. It requires students to comprehend tactics and strategies of playing sports before learning the techniques. Some experts such argued that TGfU is a teaching approach that focuses on tactic skill to improve the use of technical skills, not technical skills to improve tactical skills (Hopper, 2002). TGfU is a teaching model focusing on students' development of game playing techniques (Metzler, 2000). The model emphasize tactics, decision-making, and problems-solving in game situation (Webb and Pearson, 2008).

The main roles of teachers in education are to teach, educate, coach, direct, and shape character and personality. They have got the responsibility to change a human being to be a knowledgeable, smart, and noble individual. Therefore, not all people can be teachers or perform teacher duty. Teachers need professional requirements obtained through designed education so that, in accomplishing the duty, they would not make mistakes. If they wrongly conducted their role, it would cause a fatal effect on students' future and harm education. For this reason, they need a professional education that could create professionally competent teachers as it was required as a profession. For example, physical education teachers are required to adapt the curriculum properly so that various teaching approaches are needed to meet the school curricula. The development of TGfU in physical education has

been conducted widely by practitioners and instructors in the whole world. Many articles and studies discussing TGfU showed how special this approach is. Moreover, the TGfU approach has been adopted by Physical Education Teacher Education (PETE) in some countries like Australia, the United States of America, Singapore, and European countries. For two decades (20 years), TGfU had explored and discussed, not only the ideas and the important events but also the pedagogical principles (Griffin and Butler, 2005). Considering those points, the purpose of the study is to explore senior high physical education teachers' interpretations of the TGfU model in Yogyakarta by conducting action research. The specific purposes of the study are to examine (1) the physical education teachers' understand to the TGfU model, (2) their competence in teaching games through the TGfU model, (3) the factors hindering the implementation of the TGfU model, (4) the PE teachers' perceptions of the TGfU model.
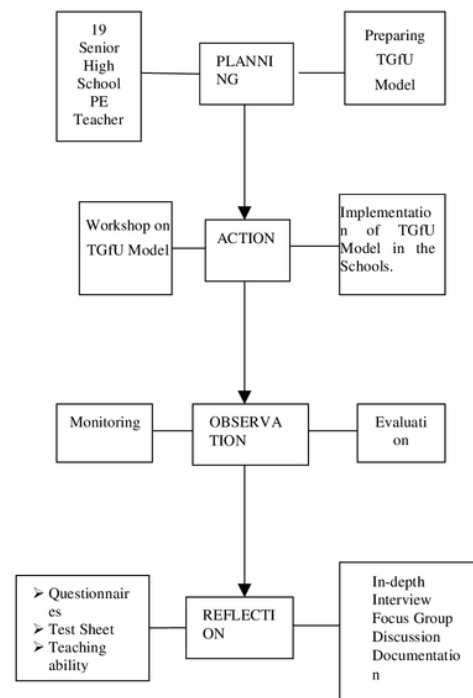
2 METHODS

Figure 1: The cycles of par.

The research applied Participatory Action Research (PAR), consisting of one cycle covering: Planning, Action (execution of the planning), Observation (evaluation on Action), and Reflection (academic experience). On the planning stage, the study was started by preparing the TGfU model and identifying physical education teachers that would be involved in the research. On the action and observation stage, training on the implementation of the TGfU model to physical education teachers was conducted and then followed by implementation of this model by physical education teachers, and monitoring and evaluation (data collection) on the gradual implementation of the TGfU model. On the reflection stage, the collected data analyzed by referring to the prior planning. The cycles conducted in this research presented in Figure 1.

The participants were 19 physical education teachers of senior high schools in Yogyakarta with approximately 5 – 20 years' teaching experience and had never obtained training or education on the TGfU model. Also, students in those schools were also part of the research subject of teachers' action research. So, the participant's not only physical education teachers but also their students. This research utilized a variety of instruments and techniques of data collection, namely questionnaires, the TGfU model understanding test sheet, in-depth interview guide and FGD, TGfU/TPCQ Teaching Ability, and Documentation (photo, video, lesson plans). The quantitative data analysis conducted through three processes, namely: data display, data reduction, and verification/conclusion and the percentage category for the quantitative data.

3 RESULTS

3.1 PE Teachers' Uderstanding of the TgfU Model

The test score of PE teachers' understanding of the TGfU model was very high (15.79 %), high (73.68 %), low (10.53%), and very low (0 %) shown in Figure 2. The Interview and FGD results indicated that teachers have got different understanding from one another, less comprehend teaching steps of the TGfU model, and know explicitly that TGfU learning promotes active, creative, and joyful learning. Figure 2. PE Teachers' Understanding of the TGfU Model
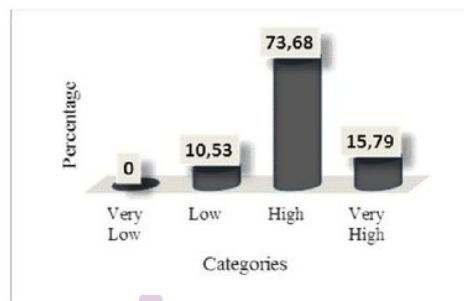

Figure 2: PE Teachers' Understanding of the TGfU Model.

3.2 PE Teachers' Competence in Implementing of the TGfU Model

PE teachers teaching competence is good, regarding the opening, material delivery, empowering, and the use of media and instructional tools, class management, discussion arrangement, questioning ability, facility management, instructional evaluation, and closing. This condition was affected by their long experiences in teaching, understanding of students' characteristics, and understanding of the school atmosphere. PE teachers' specific ability in implementing TGfU model did not face a serious problem. They implemented the TGfU model as learning model procedures, covering: Game form (the first game), Questions, Practice task, and Game (the second game). It could obtain through the analysis of documentation of teachers' lesson plan. However, most teachers had not been able to apply the lesson plans properly. They did not understand the game tactics well so that the teaching often put more emphasis on the game techniques. As a result, the modified games were less appropriate for the teaching.

3.3 The Influential Factors of the Implementation of the TGfU Model at Schools

The influencing factors in the implementation of the TGfU model, in sequence, were a teacher (43.5 %), facilities (22.9 %), environment (17.6 %), and students (16 %) as shown as in Figure 3. The results of this quantitative descriptive analysis were justified by the observation, interview, and FGD results. They indicated that the teacher was the principal influencing factor in the implementation of

the TGfU model, especially in comprehending the TGFU model comprehensively, making the lesson plans and lacking mastery on materials.
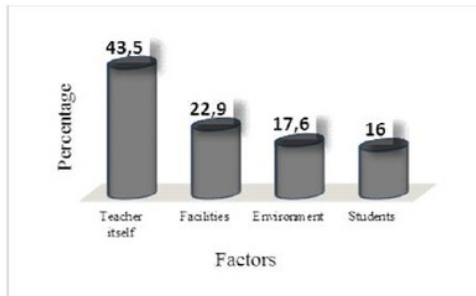

Figure 3 : The Influential Factors of the Implementation of the TGfU Model at Schools.

The facility factor was also one of the influence factors of the implementation of this model at schools, especially the limited equipment and facilities. The environment factor, such as school support, was an influencing factor as well. Students' different attitudes, behaviors, and motivation in following the lesson contributed to the influence factors of the implementation of this model.

3.4 PE Teachers' Perspectives on the TGfU Model

Based on the descriptive analysis of the score of PE teachers perspective of the TGfU model, the results were very good (21.05 %), good (57.89 %), poor (21.05 %), and bad (0 %) (None). These shown in Figure 4. The interview, FGD, and observation results indicated that PE teacher supports the development of the TGfU model at senior high school. They appreciate the TGfU model. They perceived that the TGfU model increases their confidence, make the teaching more efficient and effective, and simplify the evaluation process. A less positive perspective came from some teachers due to some reasons, such as the fear that this model would not be fully admitted by curriculum and school supervisors and not fully acknowledged by senior teachers.
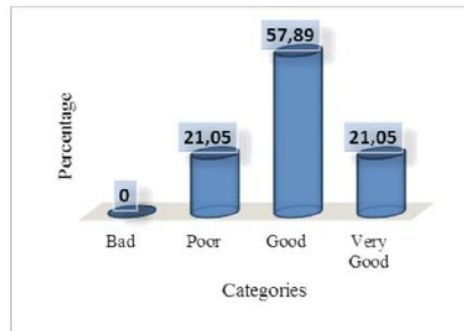

Figure 4 : PE teachers' perspectives on the TGfU model.

4 DISCUSSION

Understanding of the TGfU model is critical to be identified first by physical education teachers to make the systematic frame of thought concerning the intended object. Understanding is the foundation of action. The understanding or knowledge is one's ability to recall or recognize names, terms, ideas, symptoms, formulas, and so forth, without expecting the capacity to utilize them (Sudijono, 2007). The mastery of knowledge is also the main goal that has possessed by a teacher, especially a physical education teacher. Understanding, in this term, is the acquisition of the TGfU model by physical education as part of teaching. The introduction of TGfU as a reaction to the traditional skill-drill model may well have contributed to the direct comparison of the approaches from an empirical perspective (Holt, Strean, dan Bengoechea, 2002). So, it requires a good understanding of the teachers to be able to implement TGfU on PE instruction.

Teaching competence is essential for physical education teachers. Ability to teach physical education emphasizes on how teachers could put into practice the skills they knew so that available theories could apply as pedagogical values. Teaching game materials using the TGfU model needs to be attained by physical education teachers so that the implementations of TGfU model run well as the teaching procedures. The real competence of teaching the TGfU model should improve by teaching the TGfU model experience continuously. Teachers must learn good teaching methods to achieve the goal of physical education teaching properly. Teachers' main role is conducting appropriate learning. Teachers are emphasized more explicitly in teaching games by playing games itself (Kirk and MacPhail, 2002).

Obstacles to the implementation of physical education learning should avoid, if possible. The success of the teaching-learning process at schools is the teacher's responsibility. Teachers of physical education and sports have long concerned that traditional approaches to teaching sport have done little beyond developing inert skills that have a little reasonable chance of being used in a real setting (Rink, French, and Tjeerdsma, 1996). Physical education teachers should be able to plan, make, and do a learning model appropriately so that efficient and effective physical education teaching could obtain. It implied that teachers might not be the greatest problem in developing an innovation of a learning model. Although their teaching competence has been good, the interview and FGD results indicated that they were one of the influential factors. They felt that they could not understand this model comprehensively. They thought they were not capable enough of applying this model maximally at school due to many limitations, which were influential factors as well. Also, students' motivation, equipment, and limited facilities, as well as less conducive school environment hinder the implementation too. TGfU stressed the game and guided learners to discover the game, to capitalize affiliation (i.e., social interaction, social reassurance, and making friends) by encouraging children to develop rules and to challenge them to work out ways to arrive at appropriate tactics (Holt, Strean, and Bengoechea, 2002).

The analysis of the questionnaires, interviews, observations, and FGD showed that physical education teachers engaged in the research had got good perspectives on the development of the TGfU model at schools, despite the limitations. A perspective is an external stimulant through our senses transmitted to the central brain to be resolved, filtered, and reorganized, to be interpreted or expressed in the form of attitude or behavior. This opportunity is significant because affective outcomes resulting from the TGfU approach may have implications for children's physical activity experiences, future motivation to participate, and, in turn, psychological and physical health (Holt, Strean, and Bengoechea, 2002). A perspective is a process of acceptance, interpretation, and meaning production of conclusions perceived by our senses. Besides, a perspective is picturesque of un-absolute objectives of the outer world.

5 CONCLUSIONS

The interpretation of physical education teachers on the TGfU model has been proper. It indicated by a good understanding, a moderately good competence, considering influential factors, and a useful perspective of physical education teachers on the TGfU model. The teacher needs to improve their teaching ability, confidence, and optimistic in the development of this model in physical education classes. The more cycles in participatory action research are necessary to know the broad interpretation of PE teachers in using the model. In the future investigation, other influential factors should be explored deeply to find the effectiveness of the model in teaching physical education.

ACKNOWLEDGEMENTS

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FINAL GRADE

/100

GENERAL COMMENTS

Instructor