

# PROCEEDING

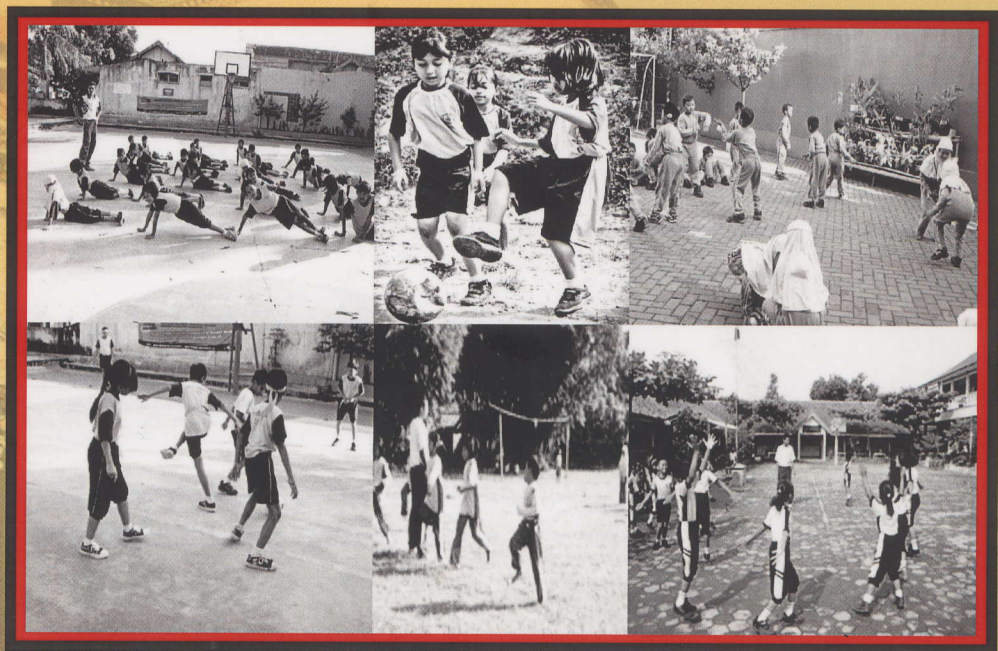
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# IMPROVING LEARNING IN PHYSICAL EDUCATION FOR LOWER GRADE ELEMENTARY STUDENTS AT SDN CATURTUNGGAL III, YOGYAKARTA USING TEACHING GAMES FOR UNDERSTANDING (TGfU).

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## ABSTRACT

The purpose of this research was to improve learning in physical education for lower grade elementary students at SDN Caturtunggal III, Yogyakarta using *Teaching Games for Understanding* (TGfU), particularly invasion games. Soccer is most popular games for elementary students.

This study employed a classroom action research method. This approach involved 2 cycles with 2 meetings in each cycle. A number of 28 3<sup>rd</sup> grade students participated in the research. The instruments of the study was teacher observation with *Games Performance Assesment Instrument (GPAI)* and researcher observation with *Teacher Performance Criteria Questioner (TPCQ)*.

The result shows that Teaching Games for Understanding as an approach can improve learning in physical education at SDN Caturtunggal III Yogyakarta. This improvement is indicated by the optimum of student movement, the effectiveness of the teacher's performance, diversity accomodation, the strategy towards the lack of facilities and equipment, and logic development process.

**Keywords:** physical education, elementary students, TGfU

## Introduction

Until today, there is none other trusted institution for every parent to guarantee their children's future other than school. School has been a serious discussion for parents in terms of quality, cost, location, and facilities. From the many aspects of school, parents will usually select school on the basis of quality. Parents commonly do not mind the cost to spend for the sake of the children's future, which is very important to be prepared well.

The fact that people are *Homo Ludens* is seen during childhood. That is the reason why many childhood education approaches are manipulated in the form of games activities.

In school curriculum, one subject that is closely related to children's games activities is Physical Education. In this subject, children are free to express their playful characteristics through fun physical activities. However, the researcher have observed that the space of physical education which is supposed to be a free and fun space for children, oftentimes misinterpreted by the subject teacher as a space which requires rigid and demanding mastery of skills. In the application, physical education is often boring and monotonous. It is not uncommon, when the reality of physical education in Indonesia is actually trapped in the context of sporting in general based on the mastery of techniques. Therefore, it is necessary to introduce a new paradigm which is different from the believed facts. It is often found that Physical Education teachers spontaneously expressed their pride about their students who win a sporting championship. However, it is rare to find an expression of satisfaction of the invention of a new teaching concepts. This has strengthen the concepts and orientations from Physical Education teachers which tend to emphasise on achievements. This is made worse by many misinterpretation about the existence of Physical Education subject at school that the measurement of the success of Physical Education subject is the achievement in a sporting championship. Besides that, there are no other measurement for the usefulness



of Physical Education subject. To express it literally, until today Physical Education has not shown a concrete use, it is just a waste of time and energy. A few years ago, Physical Education subject was eliminated from the third grade of secondary school curriculum because it was reckoned that it was necessary to give extra time and concentration for the students for the final examination. It is clear that in this case there is a stratum of science that is organised based on the use and demand from community or policy maker. Unfortunately, Physical Education is commonly regarded as a subject that does not guarantee the future of the students. The logical consequence from Physical Education is its elimination from the curriculum to give extra time for other subjects that are considered to be more important.

In response to this, it is not wise to blame a policy or people's perspective. But it is necessary to make a careful correction in the existence of Physical Education which is run by Physical Education practitioners themselves, in this case are teachers. To give a trust to the public about the importance of Physical Education, it is necessary to make a change in the packaging. This is because people will not directly judge the content. The first thing that people will notice is the real packaging, in this case is the teaching process. The presentation of a disorganised teaching process without preparation or a clear objective will be confusion for people in general. It is ironic that this is a common thing in the teaching of Physical Education in Indonesia.

From several pre observation in the field, one interesting thing found by the researcher is the teaching of Physical Education in Yogyakarta, Indonesia. This is because Yogyakarta is the biggest education city in Indonesia that has a strong sporting culture. It becomes interesting because the facts show that the features of Physical Education teaching still leaves a big question about the meaning of Physical Education and playing through gaming sport especially. Teaching football by a Physical Education teacher for example. Some students are happy just to chase the ball in the field. While other students participate passively without getting a chance to get the ball and only see their friends getting the ball. Female students tend to be more passive and uninterested in this kind of activity. This, then, is just understood as a form of physical activities, it is hardly found students' understanding of why they have to play, when they have to run, when they have to defend, how they can get the ball to them, etc as the cognitive objective through physical activities. The process of the existing physical education emphasizes more on how to do a movement with certain techniques or the teaching that is based on the mastery of sporting movement techniques that is taught in physical education. This happens because of the influence of the old teaching style which applies the concept that students will play well in a sporting game if they knew the proper and good techniques before they played the actual game. From the researcher's observation, it is clear that the teaching of physical education in schools is far from the optimal, because students are not fully motivated and accommodated in a fun and secure space.

The facts mentioned above are the facts that happen in almost all schools in Indonesia. Is it how a physical education supposed to be? Or is it how to teach how to play through physical education? School students are time when they can actualize themselves with movement expression through physical education which is programmed and directed by using a national curriculum. Physical education in Indonesia is identical with teaching a sport for adults. This is proved by the sporting facilities provided in schools which are in standard sizes. With these facilities, teachers tend to teach games which are intended for adults.

The teaching style to teach sport in physical education is focused on how to distinguish basic skills that is used in playing. In other words, teaching techniques is more often done compared to teaching how to play and the principles of the games. This traditional may is not preferred by the young students because it is monotonous and boring because the students will probably be taught about football but preceded by how to pass and get the ball with the inner part of the foot for which the teaching is repeated or using *drilling approach* so that the students are demanded to be able to kick well before they can play. With this kind of teaching, the essence of playing is not achieved because in physical education the students are only taught techniques repeatedly with a smaller portion of the actual playing. The question that often arises in physical education subject is "Sir, when are we going to play?"



To answer such a question, it is necessary to employ a focused teaching approach that is focused on the understanding of games. A way to improve the teaching is using *Teaching Games for Understanding (TGfU)*. This approach offers a method to introduce how students understand sport through the basic concepts of games. *Teaching Games for Understanding (TGfU)* which is not focused on the techniques of how to play games will improve the teaching of physical education into a more dynamic and suitable with the stages of children's development that makes physical education not boring for children.

*Teaching Games for Understanding (TGfU)* which is developed in 1982 by Bunker and Thrope from *Loughborough University* England (Oslin & Mitchell, 2006: 627) emphasizes on the tactics with less focus on techniques, players can play in any position, developing games creativities, quick decision making in games and emphasizes many varieties in games. This approach or method is suitable for students especially children. *Teaching Games for Understanding (TGfU)* is not merely a teaching approach; further, this is a change in paradigm which is intended to the improvement of the quality of physical education that covers cognitive, affective and psychomotor domain.

Teaching Games for Understanding approach is still unfamiliar and rarely practiced in Yogyakarta. Teaching Games for Understanding approach based on tactical approach is not yet known and identified, especially in the invasion games. By regarding the importance of physical education as the real foundation, it is necessary to make a scientific approval through a research to improve the teaching of invasion games in physical education with tactical based learning model with *Teaching Games for Understanding* approach in elementary schools, especially in lower class, in SDN Caturtunggal III, Yogyakarta.

## Discussions

### 1. Physical Education Learning

Physical education is an appropriate way to develop physical that is organized formally based on educational institutions or schools. The definition of physical education pioneered by UNESCO in International Charter of Physical Education and Sport. It is stated that physical education is one's process both as an individual or community member, conducted consciously and systematically through various activities, to gain physical skills and ability, growth, intelligence, and character building (Widodo: 2000). In line with UNESCO, another expert, Agus Mahendra (2006) stated that physical education basically is an education process that use physical activities to result holistic change of individual quality, either physically and mentally, as well as emotionally. Moreover, Sukintaka (in Harsuki, 2003: 5) stated that physical education is a process of interaction between students and environment, through physical activities organized systematically, to be a well being human. As Abdul Kadir Ateng (in Harsuki, 2003: 47) quoted from Rijdsdrop's opinion, a Dutch physical education expert, it was stated that no complete education without physical education and no physical education that is not educationally-intentioned. Similar opinion, suggested by Arma Abdullah (in Harsuki, 2003: 26-27), defined physical education as an educational stage that care the doers' growth and motor skills use through physical activities, usually voluntary and meaningful for both individual and group, in the form of games activities. Furthermore, based on *National Association of Physical Education and Sport (NASPE)*, quoted by Arma Abdullah (in Harsuki, 2003: 28-29), educated people in physical education has got these features: (a) he or she learn any kind of skills needed on physical activities; (b) he or she is physically fit and fresh; (c) he or she participates regularly in physical activities; (d) he or she knows the implication and benefits of the involvement in physical activities; (e) he or she appreciates the physical activities and the contributions to a healthy life style.

Some of those experts stated that physical education is intended to develop human quality from physical aspect through physical movement activities or physical games which will affect positively other aspects of human life, either cognitive or affective. It compels institutions, such as government, to conduct physical education.

Moreover, Agus Mahendra (2006: 15) explained the features and advantages of quality physical education as the following: (a) developing positive attitude toward physical activities, dance, games, and sports (*affective*



learning); (b) developing competence to solve techno motor problems (*technomotor learning*); (c) developing competence to solve personal and interpersonal related to physical movement/sport situation (*sociomotor learning*); (d) developing knowledge and insight needed to understand rules and requirements in moving culture, and to be able to change them reflectively (*cognitive-reflective-learning*); (e) developing quality of school life.

Some expert stated that physical education is an integral part of education. It is justified by the law of national education system No. 20 year of 2003, section 37 which stated that basic and middle education curriculum must cover 10 subjects, one of them is sport and physical education. Furthermore, physical education is important and worthed based on law of National Sport System No. 3 year of 2005. In the law, it is stated on section 1, general requirement mention "sport education is physical education and sport conducted regularly and sustainably as a part of education process, to gain knowledge, personality, skills, health, dan fitness."

According to Berlin Agenda 1999 (Yuni Purwanti et.al, : 2008), it was declared some important points of physical education. They are:

- a. Pphysical education is the only school subject that focuses on physical (body), physical activities, and physical development to grow respect toward physical to gain balance physical and spiritual development
- b. Physical education is expected to reinforce cognitive and social skills.
- c. Physical education is expected to develop self confidence and improve pride.
- d. Physical education is expected to prepare kids to win or lose, to cooperate, and to collaborate.
- e. Physical education is expected to give contribution on: children, school and education system.

The coverage of content standard of physical, sport, and health education for primary school including these aspects:

- a. Games and sports, including: traditional sports, games, physical movement exploration, locomotors skills, non-locomotors skills, manipulation, athletic, softball, rounder, kippers, football, basket ball, volley ball, table tennis, tennis court, badminton, martial arts, and other activities.
- b. Growth activities, including: body posture mechanism, fitness components, posture, and other activities.
- c. Dance activity, including: simple skills, non-equipped skills, equipped skills, floor dance, and other activities.
- d. Rhythmic activities, including: free movement, morning dance, physical fitness dance, aerobic and other activities.
- e. Aqua or water activities, including: in-water games, water safety, skills to move in water, swimming and other activities.
- f. Outside the classroom education, including: picnic/tour, environment initiation, camping, tracking, and hiking.
- g. Health, including: promoting healthy life style in daily life, especially related to body care, environment care, healthy diets, injury care and prevention, appropriate rest time, and participation in first aid program and school clinic. Health aspect is an independent aspect that implicitly exists in all aspects. (Curriculum Center of National Education Department of RI, 2005: 703-704).

According to Abdul Kadir Ateng (in Harsuki, 2003: 48) physical education has typical features, that are:

(a) Physical education is an integral part of education; (b) improving individual organically, neuromuscularly, intellectually, and emotionally; (c) physical movement catagory in the form of games resemble to modified sports. Moreover, Abdul Kadir Ateng (in Harsuki, 2003: 48) explained the differences between physical education and sport. Physical education has educational goals, improving holistic growth and personality, student-centered and multilateral practices, as well as non-standardized game rules. Soegijono (in Harsuki, 2003: 108) argued that physical education is the heart of education. The primary school students will be provided with basic skills to resolve daily life problems, and to prepare them to the next stage of their life. The quality of physical education is determined by the quality of the teaching, with teacher as the main and the most important factor.

Based on those opinions, it's has been evidence that physical education is very important and must be conducted sytematically and well-programmed in educational institutions or schools. Physical education need to be student-centered and fun so that what students do will be meaningful and empowering for their life.



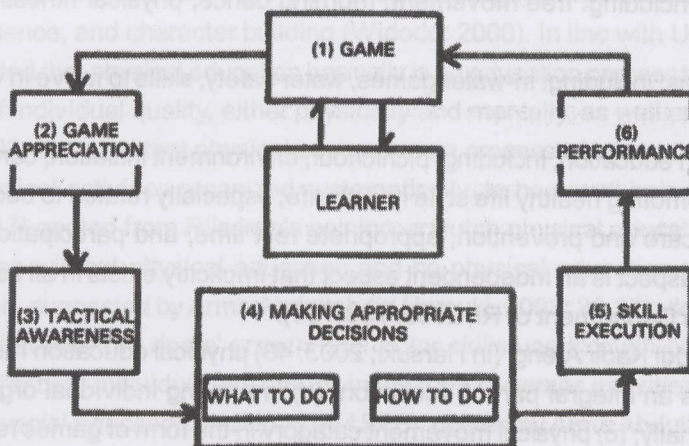
## 2. Teaching Games for Understanding Approach

Teaching Games for Understanding Approach or well known for *TGfU* is an approach designed by a researcher of Loughborough University, UK, to design kids to play. Bunker and Thrope in 1982 developed the concept of *TGfU* because they saw kids left physical education lesson for some reasons: lack of success in physical performance, lack of knowledge how to play, technique-centered, teacher-centered (only the teacher who has got right to make decision), and lack of audience and official's knowledge toward what are done in the game (playsport.net 2007: <http://www.playsport.net/Ophea/PlaySport/philosophy.cfm>).

Bunker and Thorpe (1986) described *TGfU* as a game learning approach that focus on the game to answer why the game is conducted before teaching and how to use techniques in games (Hopper, 2008: <http://web.uvic.ca/~thopper/articles/Cahperd/principle.htm>). *TGfU* approach is a game learning approach that focus on the game itself. The most important thing in *TGfU* is answering why and what the game taught for, not on what and how the game played. *TGfU* stimulate kids to understand tactical sense of how to play a game to gain advantages so that they can immediately make decision on what and how to do. (Caly Setiawan and Soni Nopembri, 2004:56). Moreover, Griffin & Patton (2005: 2) defined *TGfU* as a learning approach that center on the game and the students, to notify games that closely related to sport, in constructivism learning.

This approach requires students to understand tactic and strategy to play before learning the techniques used in the game. Some experts like Griffin, Mitchell & Osilin, (1997) Griffin & Mitchell, (1994) Thrope, Bunker & Almond, (1986), as quoted by Tim Hopper (2002:1), argued that *TGfU* is a learning approach that focus on tactic to improve the use of technical skills, not vice versa, the technique to improve tactic.

*TGfU* is the main idea of tactical approach that is student-centered and game-centered. However, on the other part of world *TGfU* has got many variant names such as *A Tactical Games Approach*, well-known in America, and *Games Sense Approach*, in Australia, while in Singapore it's called *Games Center Approach*. Learning concept that based on *TGfU* also emphasize students' activeness. The students are expected to develop well not only on their psychomotor but also on their affective and cognitive. Decision making process conducted by the students in *TGfU* through some stage can be seen on figure



(Rod Thrope, David Bunker, & Len Almond, 1986: 8)

Figure 1. Students' Decision Making Process in *TGfU*

The sequential process of decision making by students in *TGfU* described as follow:

1. **GAME FORM.** Real rules and game form can be a reference for this stage. Because socialization of game sports that resemble to the original version need long time, at the beginning of the high school year, PE teachers need to introduce games that are appropriate to students' age and experience. Therefore, it's very important to think seriously the field, player number, and equipment so that kids could recognize problems



appears in the game to create space to offense the target while at the same time defense or block space of the opponent. With such modification, appropriate game setting can be obtained. *Mini-game* played by 11 and 12 years could resemble adult version.

2. **GAME APPRECIATION.** From the start kids have to understand game rules they are going to play, even the very simple one. It's important to know that rules shape the game. For example, the higher the net, the slower game pace and the longer rely duration of the game. Reducing *fielders* (baseball) size in the *striking game* will enlarge chance to make *scoring runs*. Enlarging the target size in *invasion games* will reduce the chance to defense from goal by opponent. Moreover, rule gives time and space limitation; it will determine how point (goal) are made and skills needed. Game rule modification will imply on tactic used in games.

3. **TACTICAL AWARENESS.** If the children have been given information and understanding about game rule, it's time to consider tactic that will be used in the game. The players must create space for themselves and block space to fight the opponent. Playing principles, applied in all game sport, lay foundation for tactical approach of the game. For example, giving more pressure to opponent field as a result of learning tactic to give counter attack. In fact, not all plan in the game run smoothly so that tactic must be changed as needed. Additionally, tactical awareness has to be initial understanding toward opponent weakness like unfavorable *backhand*, unpopular *tackling*, reluctance to catch *hard ball*. But those things may not disrupt the game which is modified to restore competitive feature of the game.

4. **DECISION MAKING.** Reliable players need several seconds to make decision. They don't need to differ 'what' and 'how' anymore. In this *games* approach, there are differences between 'what to do' and 'how to do' that enabling both teacher and students to recognize and relate weaknesses in decision making.

a) *"What to do"*. As we know, tactical awareness is very needed to make decision because changing situation in a game is commonly happen. In making decision, what to do in any situation have to be calculated; therefore it's very important to have not only skill of understanding signal (including selective attention, repeating signal, perception, etc) but also skill of predicting possible results (including anticipation of everything might happen). For example, when attack to opponent field and approaching goal in an *invasion games*, it's very tempting to make goal. But the risk is losing ball *possessions* if the signal is not caught immediately.

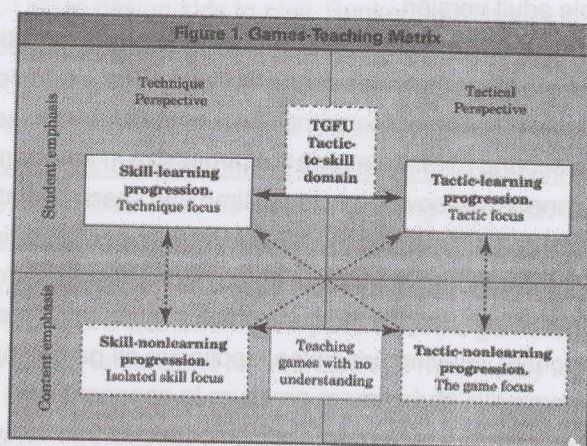
b) *"How to do"*. In this stage, decision about what is the best way to execute is exist and choosing the most appropriate respond is considerably important. For example, when wide space is available but time is limited, quick execution (such as *passing* or *shooting*) might be needed. The same thing occurs when there is ample time but accuracy is very vital. In such situation, element of control (like *dribbling*) become very important before executing. Those kind of things happen frequently in *shooting* area in *invasion games*.

5. **SKILL EXECUTION.** In this kind of curriculum model, *skill execution* is used to describe the outcome of the movement needed, as described by the teacher and as seen in students' context by considering students weakness. Those things have to be seen seperately from "*performance*" (look at point 6) and involve qualitative aspects from either movement mechanism efficiency or its relevance toward situation in the game. For example, a kid might be very skillful in blocking smash of badminton because his/her racquet is good to execute quick shot and the view angle of appropriate contact can make the cock fall behind the opponent. However, if the cock cannot reach the back part of the field accurately, teacher must understand that the return might be caused by less tough shot and/or less technical skills. Yet the shot still can be classified as wonderful defense/return. For this reason, *skill execution* has always been considered in student context and game.

6. **PERFORMANCE.** This stage is resulted from observation of previous processes that is measured based on individual criteria of the student. That is the way to classify students based on the accuracy of the respond and the measurement of the technical efficiency.



TGfU is frequently identified with *tactical approach*. Hooper (2002: 45) explained TGfU in technique perspective and tactical perspective, as following:



(Hooper, 2002: 45)

Figure 2. TGfU of technique perspective and tactical perspective

In detail, the comparison of technique approach and TGfU model will be figure out in the following table:

|   | Technical Model<br>(behaviorist)                      | TGfU Model<br>(constructivist)                              |
|---|---|---|
| <b>Why it is taught (philosophy and historical perspective)</b> |   |   |
| Culture   | Factory/product model                                 | Village green/progressive education                         |
| Belief System   | Dualism   | Integration of mind, body, and spirit                       |
| Context   | Isolation, links with coaching and professional sport | Integration of school and community                         |
| Training  | Efficiency/military influence                         | Movement education  |
| Experience  | Specialism/sport                                      | Integration and inclusiveness                               |
| <b>What is taught ( curriculum)</b>                             |   |   |
| Purpose   | Aquisition of knowledge                               | Construction of meaning                                     |
| Objective   | Defining what we know                                 |   |
| Outcome   | Performance   | Thinking and decision making                                |
| Game framework  | Seasonal activities                                   | Classification  |
| <b>How it is taught ( Pedagogy)</b>                             |   |   |
| Instruction   | Teacher centered                                      | Student centered, developmental, and progressive            |
| Strategy  | Part-whole  | Whole-part-whole  |
| Content   | Technique based                                       | Concept based   |
| Context   | Teacher-student interaction                           | Multidimensional interaction                                |
| Teacher role  | Transmission of information                           | Facilitation of problem solving                             |
| Learner role  | Passive learning                                      | Active learning   |
| Evaluation  | Mastery   | Demonstration of understanding and contributions to process |

(Joy.I.Butler and Barbara J., McCahan, 2005 : 37)

Table 2. Principles and Goals of 4 game categories in TGfU



| GAME CATEGORIES  |   |                                      |                                 |                    |                |
|--|---|--------------------------------------|---------------------------------|--------------------|----------------|
| TARGET   | NET/WALL  | STRIKING/FIELDING                    |                                 | TERRITORY/INVASION |                |
|  |   | Batting                              | Fielding                        | With object        | Without object |
| 1. AIM to target                                       | 1. CONSISTENTLY return the object                         | 1. SCORE RUNS                        | STOP SCORING RUNS               | 1. SCORE           | STOP SCORING   |
| 2. PLACEMENT in relation to target and other obstacles | 2. PLACEMENT of object and POSITIONING based on placement | 2. ACCURACY AND DISTANCE OF BALL HIT | MAKE HITTING THE BALL DIFFICULT | 2. INVADE          | STOP INVADING  |
| 3. SPIN and/or TURN                                    | 3. SPIN and POWER   | 3. AVOID GETTING OUT                 | GET BATTER OUT                  | 3. KEEP POSSESSION | GET POSSESSION |

(Hopper,1998: 5)

Whether the students understand the main ideas of invasion game, why should I run there to chase the ball, why should I throw the ball away when being attacked, and why do I really want to make goals are problems that arouse in physical education lesson. Therefore, undstanding of tactic concept to invade is incredibly needed in invasion game. Here are the concepts of invasion game:

Table 3. Primary Concept in *Invasion Games*

|                                  |  |
|----------------------------------|--|
| <b>Main Purpose of the game</b>  | To attack opponent field to get score or goal while at the same time defending the team's goal.  |
| <b>Concept and skills needed</b> | <p><b>Offensive concept:</b></p> <ol style="list-style-type: none"> <li>Maintaining position<br/>Skills : delivering, receiving, moving</li> <li>Pressing or agressing<br/>Skill : accuracy in <i>passing and controlling</i>, avoiding opponent guard, adjusting speed</li> </ol> <p><b>Defensive concept:</b></p> <ol style="list-style-type: none"> <li>Protection of offensive field<br/>Skill : duty shift, pace shift, running in all direction</li> <li>Protection toward certain player<br/>Skill : foot agility/foot skill (footwork)</li> <li>Position shift<br/>Skill : looking around, fo ot agility/foot skill (footwork), running, change direction <i>quickly</i>.</li> </ol> |
| <b>Players Roles</b>             | Selecting goal keeper, pure defensive players and pure offensive players, and mid player (player who has got offensive and defensive skills).  |
| <b>Game field</b>                | All players devide themselves for game area, rectangular, and sometimes outside.   |
| <b>Offensive Strategy</b>        | Maintaining position, passing the ball or disrupt opponent game area, quickly shift from offensive to defensive player, changing position, reorganize player to move from offensive player to defensive player and vise versa.   |
| <b>Defensive Strategy</b>        | Take over the ball from opponents or try to prevent the ball before it get closer to the goal, adhere opponent player so that he/she make mistake, block all possibility of ball share.  |

(Joy.I.Butler and Barbara J., McCahan, 2005: 42-43)

Teaching Games for Understanding Approach or TGFU enable students to be creative and understand playing concept. PE teachers as class administrator act as learning facilitator and pay less domination in giving model,



differ from technique based learning. *Teaching Games for Understanding* Approach will be one of approaches that accommodate students' need in playing and provide problem solving in game.

### 3. Primary School Students

Early primary school students belong to early childhood. This age is short but considered as the most important developmental period of children's life. For this reason, a child's potentials need to be supported so that they can develop optimally.

The developmental characteristic of first, second, and third graders usually indicated by physical development, ability to control his/her body and its balance. A child can jump with one leg by turns, ride bicycle, catch ball, and develop hands and eyes coordination to hold pencil or scissors. Moreover, socially, children develop at this age too, especially the very early class. They usually show ego, can compete with their peer, make good friends, have share sense, and self-directed. (pembelajaran.guru.wordpress.com, 2008: <http://pembelajaran.guru.wordpress.com/2008/05/20/karakteristik-perkembangan-anak-usia-kelas-awal-sd-serta-pembelajaran-tematik-keuntungan-penggunaan/>)

There are 4 primary school kids characteristics according to Nursidik Kurniawan (2007: <http://nhowitzer.multiply.com/journal/item/3>), namely: (a) fond of fun game or play; (b) fond of moving activity and cannot stand to sit still for a long time; (c) enjoy working in group; (d) prefer direct experience.

The curriculum center of National Education Department (2006: 4) explained that in line with their development stage, learning style of primary school age has three features, they are: (a) concrete, learning process progress from concrete things, something can be seen, heard, smelled, touched, and can be modified, emphasizing on the using of environment as learning source. The using of environment will result in more meaningful and worth learning process and outcome. When student get exposure to factual situation or natural condition, they will get more meaningful understanding, and the validity can be justified. (b) Integrative: children at this age considered things as a whole, they cannot sort concepts of different area. It indicates that they think deductively, from the general to specific things; (c) Hierarchical: kids learn gradually from simple to complex. Therefore, it is very important to consider the logical sequences, connection of the materials, and coverage of the content depth.

Sukarna (in Harsuki, 2003: 77) explained the characteristic of third graders of elementary school. He stated that playing in group improve cooperation and promote responsibility toward the game. Both teams have got responsibility to the game played.

#### Research Method

Research was conducted in Sekolah Dasar Negeri Caturtunggal III, Caturtunggal Depok, Sleman, Yogyakarta (a public school) on the second semester, in 2008. The subject of the research were all third graders, 28 students. This research utilized Classroom Action Research, conducted in 2 cycles (two meetings for each cycle). Data measurements used for student activity instrument measurement is *Game Performance Assessment Instrument (GPAI)* and *Teachers' Performance Criteria Questionnaire (TPCQ)* for the teachers' measurements. Data analysis is using textual analysis. The collected data is the summary of qualitative and quantitative.

#### Conclusion

Based on research and discussion on the previous sections, it can be concluded that *Teaching Games for Understanding (TGfU)* can improve the instruction of physical education in SDN Caturtunggal III Yogyakarta. The indicators of the improvement are: (1) Optimization of students' movement. Improvement is resulted from change on isolated technique drill learning to challenging and fun game approach. (2) Effectiveness of teacher work. It is resulted from change on drill teaching by teachers, that require teacher to watch students one by one. *Teaching Games for Understanding (TGfU)*, which offer playful activity and require less focus on technique, enable teacher to observe and evaluate students more easily. (3) Accommodating differences. Change on



teacher custom to classify sport based on sex promote improvement. *Teaching Games for Understanding* accommodate sexual difference and basic movement skill on unit learning of challenging tactic. (4) strategy to overcome limited facility. Limited facilities and resource force both school and teachers to limit the learning to certain sports. *Teaching Games for Understanding* approach provide chance to teach concept in limited facilities and resources by modifying game based on tactic concept, not the execution of the technique. This strategy need less facilities and resources, and appropriate to any school condition. (5) Logic Development Process. Traditional approach is a teacher centered, while *Teaching Games for Understanding* approach change it into student-centered. This constructivism learning considers students' effectiveness in playing game so that promoting improvement on PE class.

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