



IMPLEMENTATION OF TEACHING GAME FOR UNDERSTANDING APPROACH FOR IMPROVEMENT MAN TO MAN MARKING (DEFENSE) TO BEGINNER BASKETBALL PLAYER

Atri Widowati^{1*}, Grafitte Decheline², Yusra Dinafi³

^{1,2,3}Universitas Jambi, Muaro Jambi, Jambi, Indonesia

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Abstract

Teaching Games for Understanding is basically learning by the game level that suitabled with the development and activity of modification game learning that is centered on tactical problems and the student must be to solve it. Physical Education learning approaches to introduce the meaning of playing in sport to students. The purpose from this research is to improve known player basketball about Man to Man Marking in playing basketball used teaching games for understanding tactical approach. This research is qualitative research, observative descriptive design to know implementation of new learning methods in Physical education to students, or athletes by using teaching games for understanding. In this research had been done by observation, using triangulation data, given practice Teaching games for understanding methods, improving known was by questionnaire and skill results after giving teaching games for understanding method and documentation from the activities. This approach was an activity to make it easy for the students to deliver material, especially about the tactic games in sport. Furthermore, this approach is a part from Tactical Approach, where students or athletes will do some game modification that is almost the same with the real game. Technique from the game will be the same, but sometimes the field, rule of game, and player who can play will be modified by the teacher. The focus from students was in the tactical game. So, they must understand their position and their assignment in the field during the game. From the research, answered from students and their opinion about the Teaching Games for understanding tactical approach for better known man to man marking defense, the conclusion that 66.7% from total sample have good known about the teaching games for understanding, but 33.3% from others, have good known yet about the tactical approach. That is, the teaching games for understanding for students and athletes must be more socialized, especially in Jambi.

INTRODUCTION

Teaching Games for Understanding (TGfU) is a learning based on the level of the game in accordance with the development and learning activities of modified games centered on tactical problems and students solve them. Physical education learning approach to introduce the notion of sport to students to play (Rahman, 2008)

The development of tactics is more needed than the development of techniques in learning Physical Education in Schools. Because it is in accordance with the learning objectives of Physical Education in Schools, namely providing knowledge to students about Physical Education and Sports as the basis for student motor development (Saryono & Nopembri, 2009)

This approach is a new approach model that will be applied in schools. As something new, there needs to be a period of transition and experimentation in schools for both teachers and students at the school. This approach model is applied and becomes the basis for learning in schools that is applied by universities or colleges as a comparison with the old learning concept that focuses too much on technique (Mitchell, 1959)

Actually, this approach model has been introduced by Muska Mosston starting in 1966. However, this approach has not been applied by Physical Education teachers in schools. Most teachers still apply learning systems and approaches that rely on technique rather than tactics (Rahman, 2008). In fact, if learning focuses on technique, it means that learning aims to train, not for learning as a transfer of knowledge to students.

In this approach, it is conceptualized from a teacher-centered emphasis to a student-centered emphasis. Learning which is applied in the form of Whole-Part-Whole (whole-part-whole) meaning that learning is given to students in the form of the entire learning material that is understood by students, then there is an emphasis on tactics and techniques conveyed by the teacher after that it returns as a whole combining understanding students about the game and tactics material given by the teacher. (Saryono & Nopembri, 2009)

The concept of learning in schools is not well developed and causes students to often and quickly feel bored in some sports that are taught by teachers at school. In the TGfU method, all games in the subject or course can be applied to TGfU steps (Prasetyo, 2013). One of them is in the game of Basketball (Yuas, n.d.). The TGfU learning pattern can lead us to know and understand how the applied TGfU concept can produce something more useful in the development of physical education in schools. In basketball games (oliver, 2007), athletes or students need to know when they can attack and when they can defend (Saputro, 2014). Some of the things that are difficult to do are when they misplace the correct timing between defensive and offensive (Nugroho, 2020).

METHODS

This research is a qualitative, descriptive observational study to determine the implementation of a new learning method (Sugiyono, 2017), namely the Teaching Games for Understanding (TGfU) method in the game of Basketball. In this study, observations will be made, using practice triangulation of the Teaching Games for Understanding

(TGfU) method, increasing understanding through questionnaires and skill results after being given the Teaching Games for Understanding (TGfU) method (Saputro, 2014).

The instrument (Sugiyono, 2018) used in this research is to use questionnaires for needs analysis, expert evaluation questionnaires, field observations and assessments of student games at PORKES UNJA. In this implementation research using a questionnaire/questionnaire analysis technique given to students. Data triangulation (Bachri, 2010) will also be carried out to analyze the data. Included in the data triangulation include:

1. Research documentation
2. Questionnaire/Teaching Games for Understanding (TGfU) method
3. Basketball results

Participants

The participants in this research are 20 students who are students in PORKES FKIP UNJA and already done with the Basketball Game Studies.

Sampling Procedures

This research is using purposive sampling. The population is 270 students in two study majors. Physical education and Coaching of Sport. 270 students not included all as participant in this research, the reasons are, the participants who involved are:

1. Male
2. students at Physical education
3. have been done with Basketball studied and
4. Still playing basketball

Materials and Apparatus

This research needs practice variation to implementation in the Teaching Game for Understanding method. The variation of practice which

given to students, are modification from basically game in Basketball, but the game will using a simple instructure, simple rules, and simple tools and materials (Saputro, 2014).For the Apparatus, research used questionnaire to analyze needed, questionnaire the expert, field observation and evaluation from game which students did in this research.

Procedures

Research team provided modification practice to students. The modification game, are developed from Teaching Game for Understanding method. Basically, Teaching Game for Understanding method is practice lessons to focus with the tactical approach . So, the game will be modified to reach the goal of defense tactical approach. How to save defense area from the opponent.

Design or Data Analysis

(Bompa & Buzichelli, 2018) Collective data analyzed using questionnaires given to students. Trianglation's data also to analyze collected data, there are:

1. Documentation research
2. questionnaire of Teaching Game for Understanding method
3. result of modification game Teaching Game for Understanding.

RESULT AND DISCUSSION

Based on various opinions and answers from students regarding the application of the Teaching Game for Understanding approach to improve understanding of playing Man to Man Marking Defense, it can be concluded that only 66.7% of students or samples understand about this approach and its application to improve the ability to play defensive Man. to Man Marking.

The data in this study were obtained by carrying out practice and providing material in advance to the sample about the Teaching

Game for Understanding Approach which in this study focuses more on Understanding Defensive Play Tactics, namely Man to Man Marking Defense (yufensius evarisco usman, n.d.). In order for the sample to understand more about how to do Man to Man Marking, the researcher gave a warm-up game and a core game, where the sample would know more about the intent and purpose of the Teaching Game for Understanding Approach itself (Saputro, 2014)

After the sample has practiced the game, the researcher will give a questionnaire (Suntoda, 2009). Where the sample will evaluate the activities it does and reflect on with the aim of understanding Man to Man Marking Defense Play through the Teaching Game for Understanding approach.

The purpose of giving google forms is as a substitute for questionnaires to students. Due to the Covid-19 pandemic that hit Indonesia starting in March 2020, researchers were unable to provide and meet face-to-face with students.

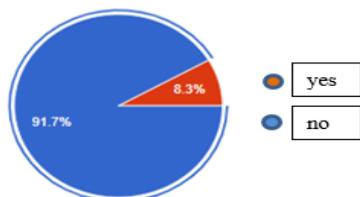


Fig.1. Questionnaire 1

(Do you know about tactical defense man to man marking?)

Based on the Questionnaire given to students, it is known that 91.7% of all samples know the defensive tactics of man to man marking. In the researcher's observation, at the beginning of giving practice, students admitted that they did not know about the Teaching Game for Understanding.

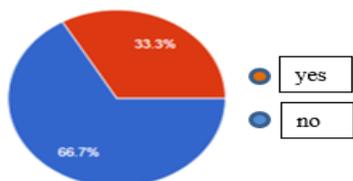


Fig 2. Questionnaire 2

(Based on the games which are given to you, do you understand about the teaching games for understanding method?)

It is proven based on the second questionnaire above, that some students do not know about TGfU, this is what encourages researchers to provide more information to students about this relatively new approach.

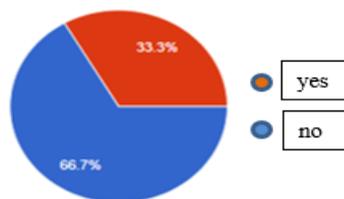


Fig 3. Questionnaire 3

(Based on the games which you did before, do you know about the Teaching Game for Understanding method?)

Based on the research results from the questions posed to students, 66.7% of the students admitted that they understood the Teaching Game for Understanding, while the remaining 33.3% did not understand the approach.

CONCLUSION

Based on various opinions and answers from students regarding the application of the Teaching Game for Understanding approach to improve understanding of playing Man to Man Marking Defense, it can be concluded that only 66.7% of students or samples understand about this approach and its application to improve the ability to play defensive Man. to Man Marking.

So based on this research, the Teaching Games for Understanding approach cannot be fully used and applied to athletes. Further marketing and socialization need to be carried out so that this approach can be increasingly recognized by the sports community.

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