



Development of Sepak Takraw Model Through TGfU to Improve Basic Athlete Junior in Playing Sepak Takraw

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Abstract

The objective of this study is to provide an overview and assess the viability of developing the Sepak takraw model. The research employs the ADDIE R&D research method. The design for developing the Sepak takraw model through TGfU comprises several activity components, namely game, net, wall, and target invasion. The sample for this study consisted of 34 university students, who were subjected to an effectiveness test. The pre-test average score was 22.06 and the post-test average score after being given Sepak takraw model through TGfU was 34.24, which means that there was an increase in the results from the pretest to the post-test. The results of the correlation test show a p-value of 0.000 (< 0.005), which means there is a correlation between the increase in technical skills in the given model. So it can be concluded that the development of the sepak takraw model through tgfu is effective for use in sepak takraw learning to improve basic skills.



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INTRODUCTION

Sepak takraw is one of the traditional sports in Indonesia. Takraw's current game of football uses balls made of rattan and plastic (synthetic fiber). The ball is kicked from foot to foot, feeds the friend and turns the ball off in the opponent's field. Before sepak takraw was known to the People of Indonesia, in the area had developed a game of football, namely the game of children in the region that uses balls made of rattan (Murti et al., 2020). At first it did not have its own rules because at that time the player only tried to keep the ball from dying (falling to the ground), (2) showing their respective skills with variations in how to take the ball, (3) taking the ball quickly and directed (Zarei & Ramkissoon, 2021). Some areas in Indonesia that are considered as the forerunner of the birth of sepak takraw, among others: Makassar (South Sulawesi), Minangkabau (West Sumatra), South Tapanuli (North Sumatra), Kandangan (South Kalimantan) (Alfiandi et al., 2018). Sepak takraw turns out to contain the values of competition in demonstrating the excellence and proficiency of a person in playing the ball made of rattan. The player demonstrates his ability to play takraw balls by displaying dazzling skills to the audience.

Basic techniques and even acrobatics are displayed that amaze the audience. To be able to play the rattan ball, players are required to be able to master the basic techniques of sepak takraw (Al-Amien et al., 2021). The basic technique according to (Budoya et al., 2019) is (1) sepak sila, (2) Thigh Control, (3) Chest Control, (4) Shoulder Control, (5) Head Control, (6) Smash Technique:, (7) Blocking Technique. The dominant use of basic techniques in sepak takraw is football techniques. It is imperative for

students to master football skills during the learning process of Sepaktakraw so that they can effectively teach these skills in school lessons (Iyakrus & Ramadhan, 2021). Sila football technique is very important because it can be said that the ability of football sila is the mother of the game of sepak takraw because the ball is played a lot using football, starting from the beginning of the game, controlling the ball to making points (Maseleno et al., 2016).

Football is to pack the ball using the inner legs. Basic football techniques are often used at the time of sepak takraw games. To be able to play the rattan ball, players are required to be able to master the basic techniques of sepak takraw. The basic techniques sepak takraw are Kicking Techniques, Shoulder Control, Head Control, Smash Technique, Thigh Control, Chest Control, Blocking Technique (Al-Amien et al., 2021). The dominant use of basic techniques in sepak takraw is sepak sila techniques. Sepak Sila stands as a pivotal and fundamental technique in the game of Sepaktakraw (R. N. Putra & Fuaddi, 2021). Mastering Sepak Sila proficiently facilitates a person's ability to control, pass, receive the ball, and defend against the opponent's attacks with greater ease (Zulman et al., 2018). Sepak sila technique is very important because it can be said that the ability of football sila is the mother of the game of sepak takraw because the ball is played a lot using football, starting from the beginning of the game, controlling the ball to making points (Stolz & Pill, 2016). Football is to pack the ball using the inner legs. Basic sepak sila techniques are often used at the time of sepak takraw games (Darmiyanti et al., 2020). To perform basic sepak takraw techniques, namely football, you need to focus and practice in order for your skills to improve. Sepak takraw exercises can be done alone or in groups

in their implementation. An educator or trainer needs understanding and creativity in their learning. (Darmiyanti et al., 2020) Explained that physical education learning must be implemented creatively. Coaches and educators must also have learning methods or strategies in their delivery so that students can perform basic techniques well (Kurniawan & Firdaus, 2021). In addition to being required to be creative in teaching students to perform basic techniques of facilities and infrastructure is also important in their activities.

Based on the observations made by researchers on the learning and deepening of the sport of sepak takraw conducted at Sriwijaya University found several problems faced by both educators and students. The first problem faced by educators or coaches in the implementation of sepak takraw learning is the lack of understanding and creativity of educators or coaches in putting together a varied and interesting model of sepak takraw learning. The material presented by educators is always the same and does not change at each meeting. The second problem faced is that the learning used by educators is less interesting so that students feel bored. Learning that uses drill and command so that it is less attractive to students in learning. The third problem faced by coaches or educators educators or coaches in the implementation of sepak takraw games is the lack of facilities and infrastructure that can support the learning process of sepak takraw. Takraw's lack of football caused many students to wait their turn in making their turn and limited field making the learning less effective. The fourth problem is the motivation and spirit of students lacking in learning sepak takraw. That is because students do not understand the learning of sepak takraw and just play sepak takraw which causes a lack of experience playing in

learning, so the motivation that arises in the learners becomes less.

Learning model is a strategy or way performed by educators or a teacher in order to establish an effective learning process for students to achieve a goal that has been systematically designed. Each educator has reasons why it determines a particular attitude to learning (Mahfud et al., 2020). Learning must be able to develop all potential students, all potentials will develop if the student does not feel depressed or afraid. Therefore it is necessary to strive for the learning process to be enjoyable. The model of teaching is really a model of learning, as we help students acquire information, ideas, skills, value, ways of thinking, and means of expressing themselves. The teaching model is a learning model, the learning model can help students gain information, ideas, skills, grades, ways of thinking, and how to express themselves. So this model is very important to develop the potential of students or students in order for the learning process to run well (Qohhar & Pazriansyah, 2019).

The learning model must have a concept in every learning activity. In order for learning to take place actively, innovatively, creatively, effectively and funly, the right learning model is needed to be used in every learning activity. The determination of the learning model to be used in learning activities should consider: (a) the objectives to be achieved, (b) the materials or learning materials, (c) the learners, and (d) other considerations of a nontechnical nature (Stolz & Pill, 2016). TGFU (Teaching Games for Understanding) is a learning approach that is done by playing. TGFU focuses on learning in the form of play in its learning, so that the learning atmosphere is not boring (González-Víllora, 2021). Teaching Games for Understanding is a learner and game

centered approach to sport-related game learning with strong ties to a constructivist approach to learning (Gaspar et al., 2021). That is, TGfU is a student-centered approach and game play for sports learning and has a strong relationship with a constructive approach to learning (Nathan, 2015). The purpose of the TGfU, therefore, was to establish a model for developing sport through logical sequencing in learning (Barba-Martín et al., 2020). Based on the explanation that has been presented, it is necessary to research the model through tgfu that can improve junior athlete basic skills and is easy to use.

METHODS

The method approach used in this research is the research and development method. This research into the development of a model uses the ADDIE model. This model is a general model that is used as a guide in creating effective designs (Budoya et al., 2019). The ADDIE model is an abbreviation of Analysis, Design, development, implementation, and Evaluation, using five development stages carried out systematically (Wijaya, 2019). This is intended to help users create effective, efficient and interesting learning.

Participants

The aim of this research is to create a model for junior athlete at junior high school indralaya. The group to test product effectiveness was 34 prospective students from junior high school Palembang. The targets in this research are prospective students with characteristics junior high school.

Sampling Procedures

Sample selection utilizing purposive sampling technique. Purposive

sampling is a method for selecting samples based on specific criteria (Arifin, 2020). The sample consisted of 34 prospective tutoring students in South Sumatra

Materials and Apparatus

In this study, the instrument utilized was the basic technique test comprising of sepak sila. (Sulaiman & Azwan, 2020)

Procedures

Conceptually, the research and development approach includes five general steps in the ADDIE model as follows: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. (Aka, 2019).

Data Analysis

The data analysis technique employed involves the effectiveness test (t-test), which assesses the variance between the two means for dependent samples (Kim, 2015).

RESULT

The outcome of crafting a teaching framework via TGfU aimed at students is outlined in a manuscript showcasing diverse fundamental sepak takraw techniques tailored to student requirements. Crafting the instructional model through TGfU for students is geared towards simplifying their grasp of sepak takraw and its basic techniques. The effectiveness trial's findings, conducted in this study, encompass the implementation of 4 instructional frameworks through TGfU for students, involving a total of 34 students as experimental subjects who underwent treatment utilizing diverse instructional frameworks via TGfU. From the calculation results, there are differences in results between the pre-test

and post-test which can be seen in the picture below.

Table 1. Analysis development pre test and post test

| Variabel | Categori | N | Mean | Differen t Mean | P- Valu e |
|--------------------------|--------------|----|-------|--------------------|-----------------|
| Basic sepak takraw | Pre test | 34 | 22.06 | -12.17 | 0.000 |
| | Post test | 34 | 34.24 | | |

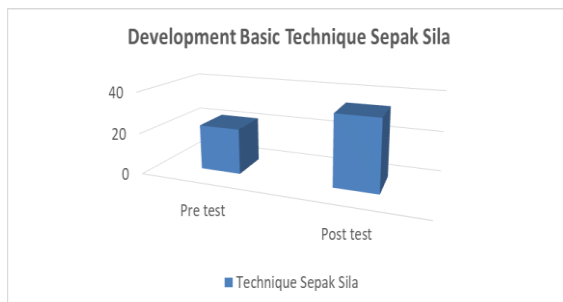


Fig 1. Graphic Analysis Pre test and Post test Basic Technique

The results of the analysis showed that there was an increase in the average score for the ability to follow the precepts after being given the model. The pre-test average score was 22.06 and the post-test average score after being given Sepak takraw model through TGfU was 34.24, which means that there was an increase in the results from the pretest to the post-test. The results of the correlation test show a p-value of 0.000 (< 0.005), which means it is less than the alpha value, which means there is a correlation between the increase in technical skills in the given model. Based on these findings, it can be inferred that the development of the Sepak takraw model through TGfU, as devised by the researchers, leads to an enhancement in students' fundamental techniques. Thus, the development of the Sepak takraw model through the devised TGfU holds significant potential for effectiveness.

DISCUSSION

It is recognized that the sepak takraw TGfU model designed for prospective students can enhance basic technique outcomes. To be able to play sepak takraw every player must be able to master the basic sepak takraw techniques. The sport of sepak takraw encompasses various fundamental techniques that need to be mastered, one of which is the soccer sila technique or ball control technique. Sila sepak takraw training involves practicing the action of repeatedly kicking the ball using the inside of the foot until it cannot be continued further (F. W. Putra et al., 2020). Models developed through tgfU that are appropriate for students

A Nonlinear Pedagogy approach holds promise in furnishing researchers and physical educators with insights into the theoretical and practical aspects of TGfU, alongside its pedagogical principles. Grasping the fundamental processes associated with the primary pedagogical principles in instructional design is crucial for tackling pedagogy and curriculum issues in physical education, thereby augmenting student learning (Tan et al., 2012). Following the implementation of the TGfU unit, students demonstrated improvement in decision-making, technical execution, cover, support, game performance, game involvement, enjoyment, perceived competence, and intention to engage in physical activity (Morales-Belando et al., 2018). The TGfU learning approach is applicable to various levels of school children. This method can catalyze a shift in the learning paradigm, ultimately enhancing the quality of physical education. The goal of physical education, which encompasses the cognitive, affective, and psychomotor domains, can be attained through this approach (Pujianto, 2014). Therefore,

offering suitable and relevant models such as the Sepak takraw development model through TGfU can enhance students' fundamental Sepak takraw techniques, namely sepak sila

CONCLUSION

The development of a Sepak takraw model through TGFU for students can be utilized and has proven effective in physical fitness training. However, there is a need for variations in training models and programs, as well as support for facilities and infrastructure, to enhance the quality of students' basic Sepak takraw techniques.

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