

## **The Application of TGFU Learning in Volleyball Upper Passing Learning**

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**Abstract:** TGFU (Teaching Game for Understanding) is game-centered learning and students learn games related to sports using a constructive approach. TGFU is a physical education learning model that uses elements of a tactical game without eliminating the technique with the aim of active movement for the development of skills and knowledge in teaching physical education. This tactic game learning model can increase students' interest and motivation in a game structure for developing skills and knowledge of volleyball upper passing techniques. Upper passing functions to form defense and attack because it is used to receive service, receive spikes, hit the ball that bounces off the net and most importantly to feed or give the ball to the smasher. The purpose of this study was to find out the application of TGFU (Teaching Game for Understanding) learning in volleyball upper passing learning. The method used in this research is literature review. Here, we will describe the relation to the application of TGFU learning in volleyball games, especially upper passing and the instruments commonly used to measure the upper passing ability. With the results of research from various sources, it can be concluded that the application of TGFU learning has a significant effect on upper passing on volleyball.

**Keywords:** TGFU (Teaching Game for Understanding), Upper Passing, Volleyball

### **A. Introduction**

Physical education is learning through physical activity designed with the aim of improving physical fitness, motor skills, knowledge and behavior of healthy and active living, and emotional intelligence. Physical education is a learning program that provides proportional and adequate attention to the learning domains, namely psychomotor, cognitive, and affective.

“Cognitive skills include the development of knowledge and understanding, and the ability to apply learned information in new situations” (Albertin et al., 2019). This study explores the relationship between primary school physical education and physical activity as sites for the practice of physical activity of Irish primary school children Understanding how children make connections (Parker, 2018). Learning carried out in educational units is expected to run according to learning objectives,

this is also devoted to physical education in schools where physical education is a means of improving students' movement skills and building character in accordance with values in physical education (Okilanda et al, 2018).

In learning physical education in Indonesia, there are many learning materials that can be provided by teachers, including big ball games and small ball games. One of the big ball game materials that is often given by teachers in physical education learning at both the elementary, junior high and high school levels is volleyball. Volleyball is a sport that is popular with the public, not only in Indonesia, but also in many regions. "Volleyball is a very popular sport, and its development is full of constant innovation and maturity of techniques and tactics" (Yiannis & Panagiotis, 2005). Volleyball is a game that uses a ball to be bouncing (volleyed) in the air back and forth over the net (net), with the intention of being able to drop the ball in the opponent's field area in order to seek victory (Yusmar, 2017).

According (Aep & Etor, 2018) volleyball is a sport played by two teams, each team consisting of 6 players on the field, bounded by a net, each team has three touches to return the same ball to the opposing team, matches can be played for five sets, which means matches can last around 90 minutes, during which a player can perform 250-300 actions dominated by explosive leg muscle strength (Aep & Etor, 2018). There are many benefits obtained through playing volleyball activities including being able to form a good body attitude including anatomy, physiology, health and physical abilities. The benefits for the spiritual, namely the psychology, personality and character will grow in a direction that is in accordance with the demands of society. It is clear that volleyball in physical education has a very wide chain of benefits. To achieve these benefits, of course it must be implemented effectively, efficiently and attractively. Learning is able to achieve planned goals, carried out appropriately, and fun.

However, what is seen in the field is that students have difficulty mastering several technical abilities in playing volleyball. One of the techniques that must be mastered in the game of volleyball is passing because passing is the most influential volleyball basic technique in volleyball games in terms of defense and formation of attacks, therefore passing should be the first thing that must be considered and trained in order to continue and develop further techniques so that volleyball players can play better. According to (Siregar et al., 2021) Passing in volleyball is divided into 2 (two), namely passing up and passing down. For passing above itself, the function is to receive service, receive spikes, hit balls that bounce off the net and the most important thing is to feed or give the ball to the smasher. Passing over is an important technique to master so that the game can run fun. So that appropriate learning methods are needed so that students can easily master the technique of passing volleyball. So far, the method used is the group drill training method, it turns out that students feel

bored and careless when doing upper passing learning. This can also be seen from the results of student learning on the ability to pass on volleyball which is still lacking.

The learning environment is an important aspect in achieving effective, efficient and interesting physical education learning. One approach that can be used by physical education teachers today is a student-centered approach through the play approach. The play approach is one of the efforts that can be made by PE teachers so that the PE learning process can reflect DAP (Developmentally Appropriate Practice), practice according to the development stage, which means that the teaching assignments delivered must pay attention to changes in the ability or condition of the child and can help encourage change. Such (Hambali, 2018). The Play Approach is to increase students' awareness of the concept of play through the application of appropriate techniques according to problems or situations in real games. This shows that the learning process is an important tool for achieving the main task of physical education as a whole (Erliana, 2014).

Game-based learning is expected to improve student learning outcomes in learning top passing in volleyball games. We often hear this game-based learning with the term TGFU (Teaching Games for Understanding) learning model. According to (Griffin & Patton, 2005) states that the Teaching Game for Understanding (TGFU) model is game-centered learning and students learn games related to sports using a constructive approach.

The teacher stimulates students to be more active in learning certain movements with the TGFU learning model. This is nothing but a form to encourage students to learn and practice more actively both physically, cognitively and affectively. Physical education faces the challenge of promoting active learning in students. Physically literate individuals apply knowledge of concepts, principles, strategies and tactics related to movement and performance. Therefore, the application of the TGFU learning model in physical education classes has the potential to enhance student learning and develop students as active learners (Nieves, 2019).

## **B. Methods**

The research method used in this study is a qualitative research method. The type of research used in this study is a literature review. Literature study research is a qualitative research method where the research is carried out in the library, with documents, archives and other types of documents. Literature study relates to methods of collecting library data, reading and taking notes, and managing research materials (Sarifudin, 2022).

## **C. Results and Discussion**

### **Upper Passing in Volleyball Game**

From a hygienic point of view, volleyball is one of the most healthful pastimes due to the fact that the pace can vary according to the participants, and there is a healthy balance between attack and defense, involving an interplay of activity and rest (Streit et al., 1936). As the opposing teams are in close quarters and facing each other, elements of friendliness and playfulness are added. In learning Volleyball physical education is one of the materials that can be given in physical education learning because it is included in the big ball game. One technique that is very important to master is the passing technique. Musthofa et al., (2016) states that passing in volleyball is the term for how to play the first ball after the ball is in play due to an opponent's attack, opponent's service, or net play (cover spike and cover block). Passing in volleyball is divided into 2 (two), namely passing up and passing down. For top passing itself, the function is to receive service, receive spikes, hit balls that bounce off the net and the most important thing is to feed or give the ball to the smasher (Siregar et al., 2021). The normal attitude when going to pass over is to stand with one foot in front, knees slightly bent slightly leaning slightly forward with hands in front of chest, when passing over by placing yourself under the ball and both hands raised up in front of you approximately at the level of the forehead, the fingers form a circle, the fingers are slightly apart from each other and the two thumbs form an angle (Barth & Heuchert, 2007).

Based on the discussion above, it can be concluded that passing over in ball games is a basic technique that must be mastered by students so that playing volleyball in learning can run fun because passing over in volleyball games functions to receive service, receive spikes, hit the ball that bounces off the net and the most important thing is to feed or give the ball to the smasher.

### **Teaching Game for Understanding (TGfU) Learning Method**

Learning is the process of people acquiring various skills, skills, and attitudes. The learning process is a process in which there are teacher-student interaction activities and reciprocal communication that takes place in educative situations to achieve learning goals (Gredler, 2011). Learning must have good interaction between teachers and students in carrying out learning activities so that a conducive situation occurs (Yoo, 2014). A conducive and quality learning situation will support the implementation of fun learning so that it has a positive impact on student development. The importance of strategy in learning is as planned efforts in manipulating learning resources so that the learning process occurs in students. Thus, the selection of appropriate learning strategies will have an impact on the success of teaching and learning activities (Al Khayat et al, 2017). Such fun learning can result in

the convenience of children getting stimulation from activities carried out by educators both as tutors and playmates.

Teaching Games for Understanding (TGfU) is an approach to physical education learning to introduce how children understand sports through the basic concepts of play. TGfU does not focus on learning techniques for playing sports so that learning will be more dynamic and in accordance with the child's developmental stage. Learning physical education is not boring for children through the TGfU approach (Pujianto, 2014). Saryono & Nopembri, (2019) TGfU tries to stimulate children to understand tactical awareness of how to play a game to get the benefits so they can quickly make decisions about what to do and how to do it. Understanding Teaching Games for Understanding (TGfU) is a learning model that focuses on developing students' abilities to play games to improve performance in physical activities (Astuti, 2020). This approach advocates tactical problem solving, practice simulation games, and contextual and real-world environments for technical and tactical skills (Prayoga & Kustiawan, 2020).

Based on the results of research conducted by (Prayoga and Kustiawan, 2020) stated that the results of improving skills in playing volleyball with the TGfU approach were better than conventional approaches. Likewise, research conducted by (Turmuzi et al., 2021) states that the Teaching Games for Understanding (TGFU) model can influence the ability to improve passing skills in volleyball at SMPN 1 Tegalwaru. As well as research conducted by (Suma et al., 2018). The results of data analysis obtained by the T-test were 15.68. By looking at the statistical table where the degrees of freedom dk (N-1) is  $28-1 = 27$  and at a significance level of 5%, a table value of 2.052 is obtained. Thus, the value of the test of 15.85 is greater than the table value of 2.052, meaning that the hypothesis is accepted, meaning that there is a significant influence on the Teaching Game for Understanding learning model in class VII A students of Junior High School 22, Pontianak.

Based on the discussion above, it can be concluded that the learning method using the TGfU approach is a learning method that is often used and is effective in learning physical education in schools.

#### **D. Conclusion**

Based on the discussion, it can be concluded that volleyball is a big ball game material in the physical education subject curriculum. In order for the volleyball game to be fun, there are several techniques that must be mastered by students, one of the most important techniques is passing over because the top pass functions when receiving service, receiving spikes, hitting the ball that bounces off the net and the most important thing is to feed or give the ball to the smasher. There are many benefits obtained through playing volleyball activities including being able to form a good

body attitude including anatomy, physiology, health and physical abilities. The benefits for the spiritual, namely the psychology, personality and character will grow in a direction that is in accordance with the demands of society. To achieve these benefits, of course learning must be carried out effectively, efficiently and interestingly. One of the learning methods that can be used is the TGfU learning method. Teaching Games for Understanding (TGfU) is an approach to physical education learning to introduce how children understand sports through the basic concept of playing so that students don't feel bored during the learning process but are effective at improving abilities. For this reason, in learning volleyball games, especially to improve upper passing skills, you can use the TGfU learning method.

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