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The Implementation of Tactical Approach in Developing Football Games Performance and Understanding of Junior High School Students

Sucipto*, Beltasar Tarigan, Amung Mamun, Yunyun Yudiana, Oom Rohmah, Agus Gumilar, Burhan Hambali
Sekolah Pasca Sarjana, Universitas Pendidikan Indonesia

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Abstrak

Tujuan utama penelitian ini adalah mengimplementasikan pendekatan taktis terhadap pengembangan pemahaman dan keterampilan bermain sepak bola siswa SMP. Metode yang akan digunakan dalam penelitian ini adalah eksperimen dengan rancangan pretest posttest control group design. Melibatkan dua kelompok, yaitu satu kelompok eksperimen dengan intervensi pendekatan taktis dan satu kelompok dengan intervensi pendekatan teknis (tradisional) terhadap pengembangan pemahaman dan keterampilan bermain sepakbola siswa SMP. Terdapat dua instrument yang akan digunakan dalam penelitian ini yaitu (1) instrument kognisi jenis multiple choice pada tingkat kesukaran C1 sampai dengan C3 yang akan digunakan untuk mengukur pemahaman siswa dalam pembelajaran bermain sepak bola, (2) instrument tes keterampilan bermain sepakbola dengan menggunakan Game Performance Assessment Instrumen (GPAI). Penelitian akan dilakukan pada siswa-siswi SMP dilingkungan kota Bandung. Semua data yang diperoleh akan analisis dengan menggunakan teknik manova satu jalur yang bertujuan untuk melihat pengaruh antar kelompok baik pada pengembangan pemahaman dan kesenangan secara bersama-sama maupun masing-masing variabel. Berdasarkan hasil analisis dapat disimpulkan bahwa implementasi pendekatan taktis memberikan pengaruh terhadap pemahaman siswa dalam pembelajaran sepak bola dan berpengaruh terhadap keterampilan bermain sepak bola siswa dalam pembelajaran sepak bola.

Abstract

The main objective of this research is the implementation of tactical approaches towards developing junior high school students' understanding and skills in playing football. The method that is used in this research is to experiment with the pretest-posttest control group design. This research involves two groups, the first-named an experimental group with a tactical approach intervention and the second group with a technical (traditional) approach to the development of junior high school students understanding and playing skills. Two instruments are used in this study, the first is multiple-choice cognition instruments at the level of difficulty C1 to C3 which are used to measure students' understanding in playing football, the second is instruments to test playing football skills using Game Performance Instrument Assessment (GPAI). The research will be conducted on junior high school students in Bandung City. All data obtained will be analyzed using the one-way Manova technique which aims to see the influence between groups both on developing understanding and enjoyment together as well as each variable. Based on the results of the analysis, it can be concluded that implementation of tactical approaches gives an influence on students' understanding in playing football lessons and gives influence to the students games performance in playing football.

INTRODUCTION

The main problem that is a challenge for physical education teachers is the low professionalism of physical education teachers itself, so that physical education teachers are regarded as a non-professional skill. Physical education in schools has not yet generated the expected learning process by curriculum objectives so that the field of physical education studies is still considered less useful compared to other fields of study. First, in general, physical education teachers are only able to apply physical fitness learning to students, but what remains a weakness for physical education teachers is how to implement physical education curriculum into the learning process.

Physical education teachers usually focus their learning only on the achievement of psychomotor aspects or aspects of achievement in sports, consequently other aspects such as cognitive and affective are ignored. Thus, the curriculum targets that should develop the three aspects of physical education learning such as cognitive, affective, and psychomotor are not achieved optimally. It will have an impact on physical education learning. Students do not feel comfortable, bored, and students feel forced to follow it or just to fulfill their presence in physical education learning. Sometimes, students get annoyed and bored having to wait too long to get their turn to do the activities instructed by the teacher in physical education learning. The phenomenon in physical education today, many children are reluctant to take physical education lessons because they seem boring and tedious (L. Brown & Grineski, 1992). There are still many physical education teachers in the physical education learning process inviting anxiety in students, frightening, to the point that values are used as a form of threat to follow physical education learning. In fact, one of the physical education missions (PE) is the promotion of pleasant physical activity participation (Prochaska, Sallis, Slymen, & McKenzie, 2003).

The learning approach that is often applied by teachers in learning physical education, especially game activities such as football, is generally a technical and tactical approach. There are two models of approaches in implementation of game learning in physical education in schools, the technical approach and tactical approach (Griffin L. L., Mitchel, Stephen A., and Oslin, 1997). The tactical approach is classified as an alterna-

tive approach to the technical approach applied recently by physical education teachers. It is because of students' awareness in understanding the concept of the game itself must first be understood. The tactical approach also applies the stages in game learning, regarding the stages of the tactical approach. The children are involved in a simple game, the mastery of basic techniques based on needs, the children are involved in the actual game and they solve the tactical problems in the game (Griffin et al., 1997). In the tactical approach embraces the stars "Games-drill-Games" and "Important questions". The linkage of the steps to the strategy in a tactical approach can be explained that in the first stage (games) children are presented with a simple form of play (Griffin et al., 1997).

From the description above, important questions are given when there are obstacles to playing caused by a lack of mastery of techniques in the game and also to detect students' understanding in following the game. After knowing the stages and strategies for applying the tactical approach, then how do they apply to junior high school-age children? This can be seen from the growth and development of students and the types of sports they are interested in. Physical activity that is in great demand is the game, and the game tends to be a sports game (Jen Doyle, 2002: 5). For this reason, the writer tries to raise a central theme in this study whose purpose is to find out the Development of Understanding and Skill of Playing Football in Junior High School Students through the implementation of the Tactical Approach.

METHODS

The research method used in this study is an experiment with Pretest Posttest Control Group Design (Johnson & Christensen, 2012; Astuti, Prasetyo & Rahayu, 2012). The use of the experimental method is assumed because basically, the main objective of this study is to find out the influence of the tactical approach on pleasure in learning football. Two groups will be used as subjects in the study for the research.

Research subject

The research subjects used in this study are junior high school students in Bandung City with cluster ran-

dom sampling techniques that refer to two sampling techniques namely random selection and random assignment (Johnson & Christensen, 2012; Ali, 2011), it is based on research needs that require facilities and infrastructures in schools that will become a place of the research, especially infrastructure facilities related to learning football. The subjects used in this study are 56 students divided into 28 male students and 28 female students.

Instrument

Two instruments are used in this research. Understanding development instruments, and playing football skills. To measure the level of students' ability to understand and analyze football games, use measurements through tests by giving questions about playing football. Assessment of a student's playing appearance basically requires careful observation while the game is in progress. To assist teachers in observing and registering the player's performance behavior as the game progresses, Griffin, Oslin, & Mitchell (1995), have created an assessment instrument called the Game Performance Assessment Instrument (GPAI). Aspects observed in GPAI include behavior that reflects a player's ability to solve tactical problems in the game of football by making decisions, making moves that are appropriate to the demands of the game situation, implementing the type of skill chosen. The advantage of GPAI is its flexibility. Physical education teachers can determine for themselves what components need to be observed that are adjusted to what is the core of the lesson to be given at that time. For example, in football learning, physical education teachers only take a few components, such as decision making, skill execution, and support components. While the other components are considered sufficiently represented. Ideally in learning games, physical education teachers should take all the components available, it will complete the ability of students to display the game.

RESULT

Descriptive Statistics

In providing a general description of the data that has been obtained from the measurement results, the data will be processed and analyzed using descriptive

statistics, it is intended to see the actual condition of the data on the average value and standard deviation. The results of the descriptive statistical analysis will be presented in Table 1 below:

Table 1. Descriptive Statistics Table Measurement Results

Groups	n	Pre-Test		Post-Test		Gain	
		Mean	SD	Mean	SD	Mean	SD
Understanding (Y1)							
Technical approach	56	11.0	3.6	12.5	3.5	1.46	1.6
	4						
Tactical approach	56	11.3	1.8	13.8	2.4	2.43	1.2
	9						
Football Playing Skills (Y2)							
Technical approach	56	6.67	1.1	9.13	1.5	2.46	2.0
Tactical approach	56	6.64	0.9	13.1	3.3	6.46	3.6
Total							

The results of the analysis obtains the average value of the results of the understanding variable (Y1) obtains the average data and the standard deviation of the initial measurements (pre-test) in the technical group (M = 11.04; SD = 3.62) and tactical groups (M = 11.39; SD = 1.89); while the variables of football playing skills (Y2) obtain the mean and SD in the technical group (M = 6.67; SD = 1.18) and the tactical group (M = 6.64; SD = 0.99). Then in the post test measurements after treatment, the mean and SD values are obtained in the understanding variable of technical groups (M = 12.50; SD = 3.53) and tactical groups (M = 13.82; SD = 2.40); whereas in the football playing skill variable (Y2), the mean and SD are obtained in the technical group (M = 9.13; SD = 1.54) and the tactical group (M = 13.10; SD = 3.35). While in the Gain data or the difference between the pre-test and post-test values, the mean and SD values are obtained in the technical group understanding variable (M = 1.46; SD = 1.64) and tactical group (M = 2.43; SD = 1, 29); while the variables of football playing skills (Y2) obtained the mean and SD in the technical group (M = 2.46; SD = 2.09) and the tactical group (M = 6.46; SD = 3.63).

Hypothesis testing conducted in this study is examining the comparison of two averages between tactical and technical groups on the understanding and skills

of playing football, therefore, the independent sample T -test is conducted to test the comparison between groups. Based on the results of the analysis of the Independent Sample T Test, the understanding variable obtained t value of -1.64 and significant at 0.05 ($0.05 \leq 0.05$) with a mean difference of -1.32. This shows that there are significant differences between tactical and technical groups to the understanding. Judging from the mean difference obtained by a difference of -1.32, meaning that the tactical group proved to have a higher and more significant effect than the technical group on student understanding. In other words, the implementation of the tactical approach influences students' understanding of football learning.

and skills of playing football. The results showed that the tactical group proved to have a higher and more significant effect than the technical group on student understanding. This means that the implementation of the tactical approach affects increasing student understanding in football learning. Concerning the level of understanding, approaches that develop students' level of understanding, summaries derived from several expert opinions, explain that the tactical approach is a learning model that aims to deliver children to the initial situation of the game in the learning process to gain knowledge (declarative and procedural) through opportunities in tactical decision making (O'Connor, 2006).

Table 2. Comparison Test of Two Average (Independent Sample T Test)

		Levene's Test for Equality of Variances			t-test for Equality of Means			
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Differenc
Understanding	Equal variances assumed	7.15	0.10	-1.64	54	0.05	-1.32	0.80
	Equal variances not assumed			-1.64	47.59	0.05	-1.32	0.80
Skills	Equal variances assumed	14.46	0.00	-5.71	54	0.00	-3.97	0.69
	Equal variances not assumed			-5.71	37.93	0.00	-3.97	0.69

Whereas the variable in playing football skills obtained t value of -5.71 and significant at 0.00 ($0.00 \leq 0.05$) with a mean difference of -3.97. It shows that there are significant differences between tactical and technical groups on football playing skills. Judging from the mean difference obtained by a difference of -3.97, it means that the tactical group is proven to have a higher and significant effect than the technical group on football playing skills. In other words, the implementation of the tactical approach gives an influence on the basic skills of playing football students in football learning.

Besides, game learning using the tactical approach model is an effective method of decision making in sports games and should be used as the main objective in learning sports games (Turner, 1995).

This approach emphasizes game appreciation and tactical awareness as the basis for making decisions in the game and developing the skills needed (Brooker, Kirk, Braiuka, & Bransgrove, 2000). Also, the key to the learning approach in game sports is the tactical approach or Game sense (Cushion, 2002). Several studies conducted by Stuart Allison and Rod Thorpe add to evidence that tactical approaches are more effective in developing advanced physical education students than traditional skills approaches (Allison & Thorpe, 1997). Implications of teaching a game through a tactical approach developing critical understanding and effective responses to the reality and dynamics of the complexity

DISCUSSION

The purpose of this study is to examine the implementation of a tactical approach to the understanding

of the situation and the development of a game; have the pedagogical character in developing learning situations; describe broad scope in learning strategies (such as critical thinking, interpersonal communication, reflective analysis, goal setting, cooperative learning, participatory experiences, and problem solving) (Autumn, 2007).

If this tactical approach is a new physical education program, then a realistic game activity plan can be arranged together. Physical education teachers need to provide opportunities for students to feel a variety of positions in each learning game so that they can understand their role in the team. Through a tactical approach as a whole can learn to put themselves in all positions and develop the right playing skills in his team by the rules of the game itself. Activities in the form of a tactical approach can be used as a strategy in learning or training to be planned as a strategy for future game activities.

Besides, the evidence of tactical groups has a higher and more significant influence than the technical groups on football playing skills, which means that the implementation of the tactical approach influences the basic skills of playing football students in football lessons supporting some of the previous studies that have been studied relating with the expected approach in game learning materials, at the practical level two approaches are often applied, named the technical and tactical approaches. Implementation of game learning in Physical Education in schools there are two approaches, the tactical approach and the technical approach (Griffin et al., 1997). Both of these approaches lead to the game. The difference between the two approaches lies in the stages of learning. The technical approach prioritizes skills to go to a game. A skills learning approach that emphasizes mastery of basic techniques first before playing patterns (Griffin et al., 1997). While the tactical approach emphasizes the understanding of the concept of play before the actual game, techniques are taught based on the needs in the game. The tactical approach model is a game learning model that aims to increase student awareness about the concept of play through the application of appropriate techniques according to the problem or situation in the game (Griffin et al., 1997).

However, concerning the pleasure of participating

in learning football. Learning the game through a tactical approach will gain excitement, excitement, and motivation (Griffin, Mitchel, & Oslin, 2006). Likewise in the teaching perspective, the tactical approach has two main assumptions that are carried out to increase greater interest and excitement for students (Gubacs-Collins, 2007). To the skill of playing football, the results of the analysis in this study support and line with several previous studies, the technical approach is often referred to as the traditional approach, which is more oriented towards the achievement of technical playing skills (Tomolyus, 2001 :). From the results of previous research on technical and tactical approaches illustrates the effect of technical and tactical approaches on the basic technical skills of football games for 1 Kotabumi JHS students approaching 60 students, with the conclusion that there is a significant difference between the final test results in the technical approach group and the tactical approach group towards basic movement skills in football (Supriyanto, 2017). In addition, the tactical approach can improve results better than the technical approach of both men and women (Herwanto, 2015). Furthermore, some research has provided his views on the answers to the challenges of the technical approach (J. Rink, French, & B Tjeerdsma, 1996; A. Turner & T Martinek 1992; A. Turner, 1993), and concentrated more on the results of cognitive-psychomotor learning (Holt, Streaan, & Bengoechea, 2002). Learning sports games through a tactical approach can help students in making tactics and strategy decisions when playing games (A. P. Turner, 1995). " Another case with AP Turner, Allison, & Pissanos, (2001) in his writings Mandigo, James, & Nicholas L Holt, (2004) concluded that the tactical approach is useful in teaching hockey games for junior high school students or ages between 11-13 years, learning by using a tactical approach is proven to gain skills in tactics and hockey playing techniques.

CONCLUSION

The implementation of the tactical approach influences students' understanding of football learning. The implementation of the tactical approach influences the students' games performance in playing football learning.

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