
**TEACHING GAMES FOR UNDERSTANDING (TGfU)
(THE CONCEPT AND ITS IMPLEMENTATION IN TEACHING PHYSICAL
EDUCATION ON PRODI STATE UAD)**

Feri Budi Setyawan

Email:feri.setyawan@pgsd.uad.ac.id

Abstrct

This article aims to provide an idea about the concept and the implementation of the *Teaching Games for Understanding* (TGfU) in teaching physical education on prodi STATE UAD. The basis of this writing is TGfU as a model of teaching approaches that can develop venues koqnitif, psychomotor and affective. This paper explains why TGfU need to be offered as the discourse among the education community, then introduces the concept and principles of pedagogic skills are unclear. Based on the results of this study are important to develop 3 under the jurisdiction of education in the implementation of the concept of learning developed through TGfU.

Keyword: Learning Model, Physical Education, TGfU

INTRODUCTION

Physical education has a role in developing the jurisdiction of cognition, affective, retardation, and even spiritual, it often we come across in everyday life for example appears in various discourse space in the classroom, discussion, seminar research report, journals, scientific magazine, and books. Some time ago for example, we attended national seminar on the topic of cognitive development of students through physical education. But unfortunately we did not find a real deal in the case of the method and physical education teaching strategies that promote cognitive development children.

When some people are of the opinion that physical education was able to develop a comprehensive watcher of men did not find the reality in the field and the opinion was already up on the stage of confusion. This of course is very dangerous because will be blinds us in reading the question and then make innovation about education. Thus in the end, physical education will be trapped in the rituals of the teaching routine dissemination solely. Therefore, in this article the author attempted to present a discourse that called *Teacing Games for Understanding* (TGfU) where this concept is believed to encourage the jurisdiction of venues such as cognition, affective and perhaps spiritual sons. TGfU actually not a new concept among the physical education community in western countries. The concept of this approach were revised at this time (Kirk and MacPhail, 2002) which should be considered but unfortunately the concept of TGfU not accessed adequately in Indonesia.

The teaching of the game approach has been inherent in the practice of physical education in Indonesia. This is possible because Indonesia

has many traditional games. But konseptualisasi difficult game method found in the literature of the Indonesia moreover the conception which refers to the TGfU. While the understanding of the concept of the Game are explored in TGfU have the potential for significant impact on the performance of the teachers who teach physical education.

TGfU based learning approach has not been widely known and dicobakan on students STATE UAD. The implementation of the TGfU approach based tactics have not known their effectiveness in teaching physical education in learning. Therefore, TGfU need dibuktian scientifically through various studies will but the basic concept and the idea of this approach need to be known in advance properly so that is implemented in accordance with the principles of the righteous. The understanding of the basic concept and the idea of TGfU will provide a strong foundation for physical education practitioners to develop this approach. Based on this, then this article is trying to explain the idea and the basic concept of TgfU as an approach in teaching physical education on prodi STATE UAD.

The background of the idea of *Teaching Games for Understanding* (TGfU)

The Approach *Teaching Games for Understanding* (TGfU) developed by Rod Thorpe and David Bunker at the University of Loughborough, UK around 1970s and early 1980s. Later the some of the experts in physical education to the development of TGfU as on *The Tactical Games Model* and the *Game Sense*. Thorpe and Bunker see how much the teaching of the game more on the development of engineering. They observed that in the school physical education, development techniques get

more portion that many in all activities and only slightly in actualize their play in the game.

The emergence of TGFU as a reaction to the concerns that the children are in school by: (1) less attention panampilannya, (2) knows very little about the game, (3) some who achieve durability, (4) depending on the trainers and teachers, and (5) the lack of development on the understanding as the audience and administration knowledge (Holt et al, 2002:163). TGFU approach offers that pemain tactics to be understood as the introduction of the first, students must know why and when the skills needed in the context of the game, the implementation of the technical skills displayed. TGFU approach should be applied to the practice of physical activity of children, increase the motivation to participate and in turn improve physical and psychological health.

TGFU: a Learning Approach Physical Education

This article constituted from the opinion of Crum (2003) that physical education community does not accept and give priority for professional value, namely with holds that the main function of a teacher education is to help students learn. Learn what? Verily in learning physical education, a student will not learn anything in addition to learn to be a man who has an active lifestyle in physical. This is where to be a difficult point in physical education. The method is not right will not achieve the goal of physical education in particular and education in general. For example the teaching of the game which focuses on the technique (*namely with focused games*) that up to this moment still dominate the physical education program according to Hoppers make the students could not improve its ability to adequately in find pleasure in finally make the game as a part of their healthy lifestyle.

TGFU approach is the teaching that is centered on the game play itself. In TGFU WHY play a game that teaches first before how the skills needed to play the game is taught. According to the Hoppers in the process involves the teaching of children who use the game that has been modified and simplified that matches the physical social and mental development them. In a game, a child get an appreciation to the conditions of the game adults. This Apresiasi invite children to understand the tactical awareness of how to play a game in order to get the benefits from competes with the launch opponents. With a tactical awareness of the children to make the right decision about “what he did” and “how to do it”. For a child, increasing the ability to make decisions drove him to become more aware of the possibilities of their capabilities in the game. This leads to the awareness of learning more meaningful for children

as they enter into the implementation of the situation and develop the skills of the technicalities or strategic maneuvers practiced to get the benefits of the tactics.

TGFU approach will provide a very wide attention on the jurisdiction of cognitive and psychomotor. As an example, cognitive watcher obtained from the test on high school and medium-sized businesses. The measurement of the behavior is done to measure the effectiveness and the involvement of the game developed to contribute to the measurement of the works and the skills measured in its relationship with cognitive watcher. Very little attention given indeterminate researchers and educators in the jurisdiction of affective. The influence of work and pleasure in the sport will provide greater influence by learning the game. As an example, children and the elderly all must know that game and the game situation leih delightfully complicated from on the exercise continuously oriented in engineering. This concept is also emphasized that the students are located in the center of the TGFU model. Therefore researchers games in physical education must consider the learning process experienced by the students. While the teacher must consider the relationship between the jurisdiction of the behavior, affective, and cognitive when selecting teaching environment.



Picture 1. Teaching Games for Understanding.

In one of the few articles that discuss the students from the perspective of psychology, Thorpe analyzes that in the place of psychology in TGFU In Carlmar's final framework of the pusher. TGFU stressed on games and direct the students to find the games, which is in the capital affiliated (social interaction, social peace, and search for a friend) with the hope that the children can develop legislation and the challenge to be able to reach the work with the right tactics. The skills of trained individually or in small groups in anticipation of children can work together with others in an effort to help the development of affiliated. In TGFU, students evaluate and develop their own appearance in the game situation that gradually, under the guidance of

the teachers developed toward a more sophisticated adult games.

The principles of pedagogic skills TGfU

Thorpe introduced the four basic principles of education that can be used in relation to the curriculum TGfU model in developing physical education programs. Four basic principles of education it does not get the attention in the literature of physical education is the same as with the TGfU model. Four basic principles of education it is *Sampling, Modification-Representation, Modification-Exaggeration, Tactical implication*. (Holt, Streat, and Garcia Bengoechea, 2002: 168-169).

Sampling, is based on the premise that the game must be selected so that the variation of the experience can be offered and the possibility that there is to show the similarity between the types of the game yangberbeda. All of this leads to the understanding of the game is much better. With how to *setsampling* of various types of different games, the focus of the curriculum play provides a perspective that radically different from teaching the game simply because the students never taught previously or just because of the equipment that is available.

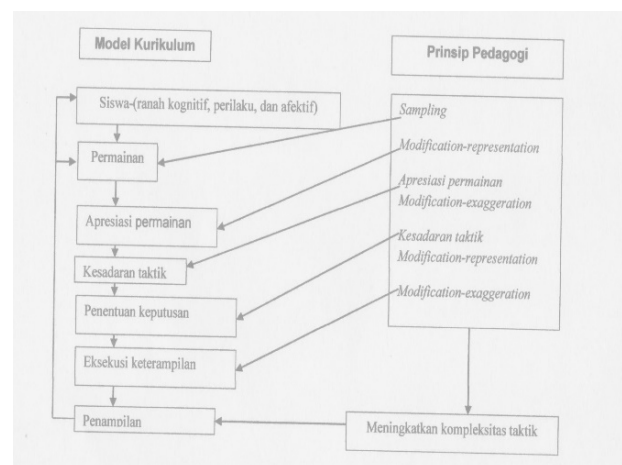
Modification of representation. The principle of modification is divided into two basic categories. First, *modification of representation* means that the game developed that contain the same tactical structure of adult games but played with adaptation to adjust with the size of children, age and ability (e.g. *mini-games*). However, the use of the *mini-games* itself may not is the best way to approach the understanding of the game because the son does not akanbelajar only with play mini version of adult games. Therefore the principle of *eksagerasi* also needed. The second category, *modification of eksagerasi*, is important because even though the *mini-games* allow children to associate with adult model, possible solutions to the problems presented by the tactics of the *mini-games* may be too difficult for children. After after doing the game involving peraturanperaturan home and the structure of the same tactics, teachers should introduce the rules of secondary to develop (*exaggerate*) problem certain tactics.

The Tactical implication is a game with a low complexity formed the starting point for the development of the game to understanding the curriculum. Game using the target is generally not so complex, followed then by the net/ wall of the game of tennis, and at the end of the game attacking beregu complex must be introduced lately. The children were able to go out and come into the category of different

games to understand the complexity of their tactics. There is a strong relation between the complexity of the tactics and *eksagerasi*, because a game in its full is complex, but this can be made by simple tactical through *eksagerasi*.

The development of TGfU Model

Since raised the first time, TGfU approach continue to experience the development. Holt, Streat, Garcia Bengoechea (2002) offers penahapan be gaming, gaming appreciation, awareness tactics, the determination of the decision, execution skills and appearance. The following image menerangkan penahapan relations curriculum model with the principles of the pedagogic skills.



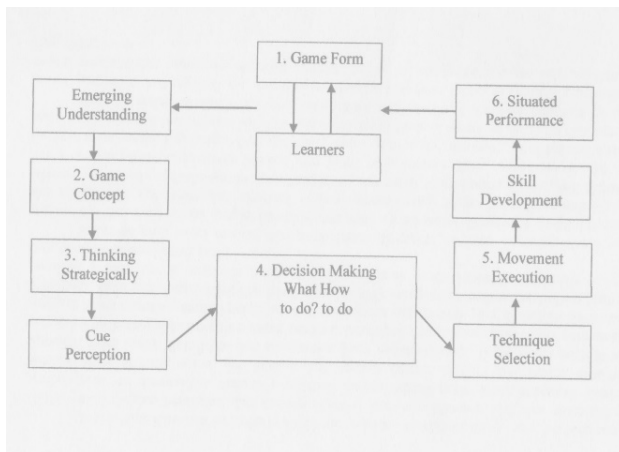
Picture 2. The development of TgfU Model

On the other hand, Kirk and Macphail (2002) asking re-thinking that is different to revise the TGfU, namely with traveled from the concept of *situated learning*. According to kirk and macphail (2002: 183) that disituasikan learning with the understanding that it is necessary to explore the relationship between the various physical dimensions, social and culture of learning context. This is due to the administratice what learned could not be separated from the people who do so. School key task is to provide opportunities to become pastisipan in a game community for young children where they have an authentic learning experience that is judged by their own and the community a game. Kirk and MacDonald (1998) said that physical education may have the potential to create this relationship for young children because meorganisir characteristics of competitive sports in the form of education.

Some of the key points emerged from the discussion of the *Situated perspective of Learning*. Learning is an active process of engagement with the bentukbentuk socially organized, through the process of perseptual and pengambila decision and the execution of the response to the right movement.

The individual bring prior knowledge to the mood episodes learning that contains an alternative conception. Active engagement of students with the eyes of the lesson what amazes and hudhud (by physical context, socio-cultural and institutional. This context termsauk physical environment of the classroom, gymnasium, tennis, social interaction between members of the class, institutional forms of schools and cultural aspects such as media the sports.

From the perspective of *Situated Learning* this is Kirk and MacPhail revise several points including the form of the game/relationship students, appreciation gaming, tactical awareness, the emergence of understanding, perception signals, decision-making, the execution of the movement, natural selection, technique skills development, appearance that disituasikan.



Picture 3. The revised TGfU Model

Discussions

TGfU is a learning approach that might be Reaching three venues, namely cognition, behavior and affective. This approach to experience much progress after initiated by the bunker and thorpe in terms of administratice adjusted with ideas developed today. TgfU walk synergistic with the principle of pedagogic skills which beracuan on the development of three venues domain of education within the students. Very dimungkin TGfU for applied in learning physical education especially on the students STATE UAD. The game get the portion of many in teaching physical education in an effort to reach the purpose of education with the development of the three venues domain.

TGfU approach must be socialized on the students STATE UAD. As students must know the concept and implications of TgfU on physical education. Obstacles that during this happens namely terbiasanya physical education teachers wore the traditional approach should be changed with paradima TGfU approach on learning physical

education games. The use of TGfU approach on learning physical education will bring the students on better self-development that are aligned with the purpose of physical education itself and the aim of education in general.

CONCLUSION

TGfU is an approach in teaching physical education especially games that allow children to always creative and understand about the concepts of the play. His TGfU is one of the approach to accommodate the needs of the children in the play. The teachers as a class manager more berperan as a facilitator of learning and do not become dominant with provide examples of such as happens on-based learning techniques. Education practitioners must be able to as soon as possible to apply TGfU approach in learning in order to serve the goal of physical education to balance the development of cognitive aspects, affective and Psychomotor. TGfU approach can also be used as a Innovation leading to the improvement of learning physical education in schools.

SUGGESTION

Based on the results of the conclusion how many things that can be recommended is as follows:

1. For educators it is recommended to apply the TGfU approach in balancing the development of aspects of koqnitif, affective and psychomotor.
2. For students it is recommended to take advantage of the TGfU approach in increasing the potential for children to always creative and understand about the concept of the play.
3. For researchers for more mandalami results of this writing as material for further research that more in depth.

REFERENCES

- Crum, B.2003. *To Teach or Not to be screened is The Question : Reflections on The Identity Crisis and The Future of Physical Education (PE)*. The paper in the present at the Faculty Of Science Keolahragaan University of Yogyakarta. The Netherlands : Institute for Social Research. Tilburg University.
- Holt, N. L., Strean, William B., Bengoecha, E. G. 2002. *Expanding The Teaching Games for Understanding Model : New Avenues for Future research and practice*. The Journal of teaching in Physical Education. Canada: University Of Alberta.
- Hooper, T. 1998. *Teaching Games Continuous*

Gemes using heading Progressive Principles of Play. : CAHPERD Victotoria.

Kirk, D. & MacDonald. 1998. *Situated Learning in Physical Education*. The Journal of teaching in Physical Education. Canada : University Of Alberta.

Kirk, D. & Macphail, A. 2002. *Teaching Games for understanding and Situated Learning : Rethinking The Bunker-Thorpe Model*. The Journal of teaching in Physical Education. : Loughborough Loughborough University.