



How do the Learning Models of Teaching Game for Understanding and Problem-Based Learning Influence Fundamental Football Skills in Physical Education? Conducting an Analysis in the Elementary School Context

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Abstract

Objectives. The study aimed to examine the influence of Teaching Game for Understanding (TGfU) and Problem-Based Learning (PBL) learning models on the elementary school students' fundamental football skills in physical education.

Materials and methods. This study is classified as experimental research. The research design used was quasi-experimental. A total of 46 elementary school students aged 10-11 years were the samples in this study. Of the 46 samples, 23 received the PBL learning model, whereas 23 received TGfU learning.

Results. The research findings showed that: (1) there was a significant influence of the PBL learning model on fundamental football skills in physical education, with a p-value of $0.000 < 0.05$; (2) the TGfU learning model demonstrated a substantial effect on fundamental football skills, with a p-value of $0.000 < 0.05$; (3) a significant difference was observed between the PBL and TGfU learning models on fundamental football skills with a p-value of $0.000 < 0.05$, and the difference between the two groups was 10.69.

Conclusions. According to the results obtained, the PBL and TGfU learning models have a positive influence on fundamental football skills.

Keywords: PBL, TGfU, fundamental skills, physical education.

Introduction

Physical education in elementary schools has a significant role in character development and strengthening students' fundamental movement abilities (Lander et al., 2017). Big ball games, particularly football, are used extensively in elementary school physical education (Greve et al., 2022). Fundamental football skills that schoolboy must master include kicking, controlling, dribbling, and stopping the ball (Al Ardha et al., 2018).

However, there are still various impediments to learning football in elementary school. Learning that focuses solely on

mastering fundamental techniques without being combined with real-world games makes it difficult for schoolboy to apply their newly acquired skills in real-world settings (Hamari et al., 2016; Lian, 2018). In addition, a teacher-centred learning approach can lower students' interest and active participation in the learning process (Kassem, 2019).

To address this issue, there must be innovation in physical education learning models, particularly in football material. Two models of learning to explore are Teaching Games for Understanding (TgfU) and Problem Based Learning (PBL). These two learning models contain qualities appropriate for enhancing elementary school students' fundamental football skills (Abad Robles et al., 2020; Barquero-Ruiz et al., 2021).

The TgfU model emphasizes conceptual understanding of the game using a tactical approach (Harvey et al., 2020). Schoolboy participate in modified game situations to develop

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tactical comprehension and decision-making skills (Alcalá & Garijo, 2017; Wang & Wang, 2018). Meanwhile, the PBL approach highlights problem-solving in real-world football games (Aparicio-Moreno & Rivas-Gómez, 2023). Schoolboy are presented with challenges that must be resolved through a process of investigation, discussion, and decision-making (Evcimik & Oruc, 2023).

Several prior research has demonstrated that using the TgfU and PBL models in football learning can help students improve their fundamental football skills (Gil-Arias et al., 2021; Harvey et al., 2020). However, the majority of the research was conducted among high school or university students. Meanwhile, research into the impact of the TgfU and PBL models on fundamental football abilities in schoolboy in elementary school remains limited.

Therefore, the purpose of this study is to analyze the impact of the TgfU and PBL learning models on fundamental football skills in the context of physical education in elementary schools. It is expected that this research would contribute to the advancement of science, particularly in the field of physical education, as well as serve as a resource for teachers seeking to implement effective learning models to improve elementary school schoolboy fundamental football skills.

Materials and Methods

Study Participants

The sample of this study consisted of 46 elementary school schoolboy aged 10 to 11. Of the 46 samples, 23 received the PBL learning model, whereas 23 received the TGfU learning model. Furthermore, this study included two non-randomly selected groups. A pretest would be given to both groups to determine the initial conditions, followed by a posttest to determine the differences between experimental groups 1 and 2.

Study Organization

This research is classified as experimental research. This study employed a quasi-experimental research design. The purpose of this study is to directly analyze the effect of one variable on other variables, as well as to test hypotheses about cause-and-effect relationships. The following table shows the research design:

Table 1. Experimental Design Nonequivalent Control Group Design

Group	Pretest	Treatment	Posttest
Experiment 1 (PBL)	O ₁	X ₁	O ₂
Experiment 2 (TgfU)	O ₃	X ₂	O ₄

Before receiving treatment, experimental groups 1 and 2 underwent initial tests to establish their fundamental football skills in physical education. Experimental group 1 was treated with PBL learning, while experimental group 2 was treated with the TGfU learning model. After both groups completed the final test, their results were compared and the differences were tested. A significant difference in scores between experimental groups 1 and 2 indicates the treatment effect. Both groups exercised three times per week for six weeks.

Statistical Analysis

The data collection tests include dribbling and short pass measurements to measure fundamental football skills. The collected data was analyzed using the Analysis of Variance (ANOVA) test at a significance level of $\alpha = 0.05$. Previously, a normality test (Shapiro-Wilk test) was performed to ensure that the data met the assumptions of normality and homogeneity of variance test (Levene's test) to verify the homogeneity of variance between groups.

Results

This study lasted one and a six weeks and involved 20 days of meetings, including one pretest, 18 treatments, and one posttest. The number of respondents was 46 students.

The following table displays descriptive statistical data from this study:

Table 2. Descriptive Data

Description	PBL Experimental Group		TGfU Experimental Group	
	Pretest	Posttest	Pretest	Posttest
N	23	23	23	23
Mean	99.39	109.09	97.57	119.78
Median	98	110	98	123
Mode	96	110	96	126
SD	5.508	6.030	3.514	10.122
Minimum	92	98	88	102
Maximum	112	123	102	139
Sum	2286	2509	2244	2755

Table 2 shows that fundamental football skills have increased in the PBL and TGfU experimental groups. The mean pretest score for the PBL experimental group is 99.39, with a posttest score of 109.09, whereas the mean pretest score for the TGfU experimental group is 97.57, with a posttest score of 119.78.

Table 3. Normality Test

Group	p-value	Sig.	Description
Pretest PBL	0.084	0.05	Normal
Posttest PBL	0.854	0.05	Normal
Pretest TGfU	0.114	0.05	Normal
Posttest TGfU	0.357	0.05	Normal

Table 3 shows the results of the normality distributions test with the Shapiro-Wilk test. Based on the data above, it is known to have a sig value > 0.05 . As a result, we can conclude that the TGfU and PBL learning models for influencing fundamental football skills follow a normal distribution.

Table 4. Homogeneity Test

Group	df1	df2	Sig.	Description
Pretest-Posttest PBL	1	58	0.929	Homogenous
Pretest-Posttest TGfU	1	54	0.638	Homogenous

Table 5. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95 % Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest PBL – Posttest PBL	-9.696	7.289	1.520	-12.848	-6.544	-6.379	22	.000
Pair 2	Pretest TGfU – Posttest TGfU	-22.217	10.220	2.131	-26.637	-17.798	-10.426	22	.000

Table 4 shows that the pretest and posttest scores for fundamental football skills in the PBL experimental group and the TGfU experimental group have p-values > 0.05, indicating that the data is homogeneous.

According to the analysis results presented in Table 5, it demonstrate that the PBL learning model has a p-value of $0.000 < 0.05$, indicating a significant difference. Thus, the PBL learning approach has a considerable impact on fundamental football skills in physical education. The TGfU learning model's p-value of $0.000 < 0.05$ indicates a significant difference. Thus, the PBL learning approach has a considerable impact on fundamental football skills in physical education.

Furthermore, the following table shows the differences in fundamental football skills between the PBL and TGfU experimental groups:

Table 6. Results of t-test

Group	Mean	T _{count}	p-value
PBL	109.09	4.354	0.000
TGfU	119.78		

Table 6 indicates a significant difference ($t_{count} = 4.354$, $p\text{-value} = 0.000 < 0.05$). As a result, the PBL and TGfU learning models differ significantly in terms of fundamental football skills. Based on the posttest average score between the PBL and TGfU experimental groups which has a difference of 10.69, it is feasible to conclude that the fundamental football skills of the experimental group treated using the TGfU learning model are better than the PBL learning model group.

Discussion

The learning program, which included 18 meetings, resulted in significant improvements in fundamental football abilities in physical education. Two learning techniques that are effective for developing fundamental football skills are Teaching Game for Understanding (TGfU) and Problem-Based Learning (PBL).

Research conducted by Parwata (2021) found that using the PBL learning models in physical education may considerably enhance primary school schoolboy fundamental football skills. The group taught utilizing PBL improved their kicking, controlling, and dribbling abilities more than the group 2 taught using conventional methods. This is due to the qualities of PBL, which enable students to actively participate in solving issues connected to football games, therefore enhancing comprehension and mastery of fundamental skills (Jia et al., 2024).

The Problem-Based Learning (PBL) learning model aims at improving students' critical thinking habits (Razak et al., 2022). PBL is a learning model in which students raise a question, the educator guides the inquiry, and students engage in dialogue to find an answer (Chen et al., 2021). PBL employs certain thinking patterns, including planned thinking, analogical thinking, systematic thinking, and generative thinking (Boelt, 2023).

On the other hand, Pratama et al. (2021) found that TGfU-based football learning units are effective in developing adaptation to long-term memory and improving the quality of students' tactical knowledge across three levels of analysis: conceptual content, conceptual sophistication, and conceptual structure. The TGfU approach, which emphasizes understanding tactics and decision-making in games, helps students acquire technical skills more comprehensively (Menglong & Qianjie, 2022). The Teaching Games for Understanding (TGfU) approach prioritizes indirect tactical approaches such as thinking, problem-solving, and initiative over rigorous technical skills (Harvey et al., 2015). The techniques used must be able to stimulate students' interest in the subject matter, compared to using direct teaching techniques (Dignath & Büttner, 2018).

In this context, the specified methods (Teaching Game for Understanding (TGfU) and 181 physical literacy (Mandigo et al., 2019). According to Barba-Martín et al. (2020), TGfU as a teaching approach can effectively help students improve Problem-Based Learning (PBL)) have common features: the formation of motivation in the educational process leads to an increase in learning opportunities, which is an element of problemoriented learning.

TGfU as a teaching approach can effectively help students improve physical literacy (Mandigo et al., 2019). According to Barba-Martín et al. (2020), the Teaching Games for Understanding (TGfU) learning approach assists both physical education teachers and their students (Barba-Martín et al., 2020). TGfU has been shown to significantly increase students' motivation to participate in sporting activities (Gaspar et al., 2021). TGfU significantly improves tactical skills and self-confidence in physical education students (Bessa et al., 2021).

According to research findings, both the PBL and TGfU learning models have a considerable impact on improving fundamental football skills in elementary school students. Although the two learning models take distinct approaches, they are both effective in enhancing students' skills to kick, control, dribble, pass, and shoot.

In practice, physical education teachers in elementary schools should consider employing these two learning models based on their students' needs and qualities.

Choosing the correct learning model can help students improve their fundamental football skills and achieve their learning objectives.

Conclusion

Based on the data and discussion, it is feasible to conclude that the PBL and TgfU learning models have significant effects on fundamental football skills. The TgfU learning paradigm can be applied in the football learning process by physical education teachers in primary schools, according to these findings. TgfU's student-centred game method has been shown to improve schoolboy enthusiasm and active involvement, resulting in the optimal acquisition of fundamental football skills. This study also proposes that innovative learning models such as TgfU and PBL should be included in primary school physical education curricula to produce more effective learning goals.

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Conflict of Interest

All authors declare no conflict of interest.

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Як впливає застосування моделей організації навчального процесу «Навчання за допомогою ігрових елементів для тренування розуміння» та «Проблемно-орієнтоване навчання» на розвиток фундаментальних футбольних навичок у фізичному вихованні? Проведення аналізу в контексті початкової школи

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Реферат. Стаття: 6 с., 6 табл., 27 джерел.

Мета дослідження. Мета дослідження полягала у вивченні впливу застосування моделей навчального процесу, а саме «Навчання за допомогою ігрових елементів для тренування розуміння» (Teaching Game for Understanding, TGfU) та «Проблемно-орієнтоване навчання» (Problem-Based Learning, PBL) на засвоєння учнями початкових класів основних футбольних навичок у фізичному вихованні.

Матеріали та методи. Представлена робота відноситься до категорії експериментальних досліджень. Для проведення дослідження використовувався квазіекспериментальний метод. У дослідженні взяли участь 46 учнів початкової школи віком 10-11 років. З 46 досліджуваних – 23 учні навчалися із застосуванням моделі проблемно-орієнтованого навчання, а 23 учасники навчалися за методикою впровадження ігрових елементів для тренування розуміння.

Результати. Результати дослідження показали, що: (1) модель навчання PBL мала значний вплив на фундаментальні футбольні навички у фізичному вихованні з р-значенням $0,000 < 0,05$; (2) модель навчання TGfU також продемонструвала істотний вплив на фундаментальні футбольні навички з р-значенням $0,000 < 0,05$; (3) спостерігалася значна різниця між моделями навчання PBL та TGfU щодо фундаментальних футбольних навичок з р-значенням $0,000 < 0,05$, а різниця між двома групами становила 10,69.

Висновки. Згідно з отриманими результатами, моделі навчання PBL та TGfU мають позитивний вплив на розвиток фундаментальних футбольних навичок.

Ключові слова: проблемно-орієнтоване навчання, навчання за допомогою ігрових елементів для тренування розуміння, фундаментальні навички, фізичне виховання.

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