IMPLEMENTATION OF THE TGfU LEARNING MODEL IN FOOTBALL LEARNING TO IMPROVE STUDENT DISCIPLINE BEHAVIOR

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Abstract

This research is motivated by the issues of the low-level discipline of tenth-grade students of PH 2 SMK Binawisata Lembang. The problem in this research was solved by implementing football learning with the TGfU learning model. It aimed to find out to what extent the movement task of football learning could improve student discipline. This research used the classroom action research method for the tenth-grade students of PH 2 SMK Binawisata Lembang. The results of the action research showed that there was an increase in student discipline. The increase in initial value percentages is 44%. After conducting the action one-cycle one, the student's disciplinary behavior improved to 53%. And the percentage value increased to 60% after treatment was given in action two-cycle one. In action one-cycle two, the percentage value went up to 68%. And the final value's percentage rose to 77%. This suggests that learning tasks from football games could improve the disciplinary behavior of the student..

Keywords: Football, TGfU, Student discipline, Action research

Abstrak

Penelitian ini dilatarbelakangi oleh permasalahan rendahnya tingkat kedisiplinan siswa di kelas X PH 2 SMK Binawisata Lembang. Pemecahan masalah dalam penelitian ini yaitu pelaksanaan pembelajaran sepak bola dengan model pembelajaran TGfU. Tujuannya untuk mengetahui sejauh mana tugas gerak pembelajaran sepak bola dapat meningkatkan kedisiplinan siswa. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas di kelas X PH 2 SMK Binawisata Lembang. Hasil dari tindakan penelitian menunjukan bahwa terjadi peningkatan mengenai prilaku disiplin siswa. Peningkatan nilai presentase awal sebesar 44%. setelah masuk dalam tindakan 1 siklus 1 prilaku disiplin siswa mengalami peningkatan menjadi 53%. Setelah diberikan treatment pada tindakan 2 siklus 1 nilai persentase menjadi 60%. Pada tindakan 1 siklus 2 bertambah menjadi 68% terakhir pada tindakan 2 siklus 2 presentase menjadi 77%. Maka dapat disimpulkan bahwa dengan adanya tugas – tugas pembelajaran permainan sepak bola dapat memberikan peningkatan pada prilaku disiplin siswa.

Kata Kunci: Sepak Bola, TGfU, Kedisiplinan siswa, Tindakan kelas

How to Cite: Vernanda, R., (2022). Implementation of the TGfU Learning Model in Football Learning to Improve Student Discipline Behavior. (*JEE),* 6 (1), 41-48.

INTRODUCTION

School is one of the places where learning and learning processes take place to achieve educational goals. Yusuf (2001, p. 54) reveals that schools are formal educational institutions that systematically carry out guidance, teaching, and training programs to help students to be

able to develop their potential, concerning moral, spiritual, intellectual, emotional, and social aspects.

In schools, various subjects are presented, one of which is physical education. According to Agus Mahendra (2009, p. 3), physical education is essentially an educational process that utilizes physical activity to produce holistic changes in individual quality, both physically, mentally, and emotionally. From this opinion, it can be interpreted that physical education has a broad study and is rich that can be instilled in students.

In physical education, various kinds of learning materials are presented according to the curriculum, one of which is learning football. Agus Salim (2008, p. 10) explains that football is a sport that plays the ball with the feet. The main objective of this game is to score as many goals or scores as possible, which of course must be done according to predetermined conditions. From this description, it can be interpreted that to achieve the goal of the game several rules must be obeyed by players.

Football games with standard rules are not the main goal of physical education. As has been explained that physical education is an educational process that utilizes physical activity, meaning that learning football is a medium for instilling the essence that exists in the character of the sport in students, with the existing rules in playing soccer a teacher can adopt it into his forms - forms of learning assignments that can lead to disciplinary behavior of students.

Applying a fun learning model, can increase student interest in learning so that learning can run more optimally. With the TGfU learning model which is centered on student activities and emphasizes tactical problems in learning, it is hoped that by learning using this model the teacher can create a fun learning atmosphere for students. With this learning, it is hoped that students' attention will be focused on learning so that students' abilities from psychomotor, affective, and cognitive aspects can be properly improved.

The existence of discipline that creates obedience will certainly facilitate the learning process to achieve educational goals. This is to the opinion expressed by Winataputra (in Mardia 2011, p. 26) that discipline needs to be taught to students for the following reasons:
1. Discipline needs to be taught and learned and internalized by students so that students are able to discipline themselves and be able to control themselves without being regulated by the teacher.
2. A high level of student obedience to class rules, more so if obedience grows from oneself rather than being forced will allow the creation of a conducive learning climate, namely a pleasant learning climate so that students are fixated on learning.
3. The habit of obeying the rules in the classroom will have a further impact on life within the rules that exist in society.

That way, the existence of a disciplined attitude that is embedded in students is expected to able to become self-control that blocks them from negative things in achieving goals, not only in terms of academic achievement but furthermore in life. However, what the writer found in the field was not as expected. The level of discipline of students tends to be low, this is reflected in the level of obedience of students to regulations in carrying out daily life and learning at school.

Anneahira (in Lomu and Widodo p. 749) reveals that in the world of education, discipline is a fixed price that must be paid by students. The influence of discipline on learning achievement is very large so it needs conditioning to grow and develop a disciplined attitude in the pattern of student life. This is in line with what Tu'u (2004, p.163) wants, learning discipline will have a positive impact on student's lives, encouraging them to learn concretely in practice in life at school and be able to adapt. In the rules that are followed in disciplining, students must contain good values, so it is hoped that this will become a deviation in the daily life of students other than at school.

Anas Salahudin (2003, p. 244) argues that discipline requires transparent supervision with the aim that students become more qualified, have a noble character, are full of self-character, and appear to be role models for society, especially modern society. With optimal supervision, undisciplined behavior from a student can be kept to a minimum, therefore the teacher, who in the school environment becomes a disciplinary supervisor must first become a disciplinary figure.

The reasons for the low discipline put forward by Tu'u (2004, p.37) the function of discipline are as follows: :
a) Discipline that arises because of self-awareness will encourage students to succeed in their studies. Fighting students who often violate school rules will hinder the optimization of their potential and achievements.
b) Without good discipline, the school and classroom atmosphere is not conducive to learning activities. Discipline provides calm and orderly support to the learning process.
c) Parents always hope that at school children are accustomed to the norms, values of life, and discipline. Thus the child can become an orderly, orderly and disciplined person.
d) Discipline is a way for students to succeed in learning and later when working.

This study uses the Classroom Action Research method using the Kemmis & Mc Taggart model. The assessment instrument in this study used attitude check tables with indicators developed based on the indicators put forward by experts. This study measures four dimensions of discipline, namely time discipline, time discipline, attitude discipline, discipline in carrying out rules, and discipline in learning tools.

METHOD

The research method used in this research is classroom action research. Wardani (2008, p.14) argues that classroom action research is research conducted by teachers in the classroom itself through self-reflection to improve teacher performance so that student learning outcomes increase. Meanwhile, according to Arikunto (2008, p.58) classroom action research is action research conducted in class to improve the quality of learning practices.

The design of this study uses a classroom action research model developed by Kemmis and Taggart. Arikunto (2002, p.84) explains that the research design consists of four main steps, namely observation, planning, action, and reflection. The explanation is as follows :
1. Observation is an act of recognizing and noting a fact or occurrence often involving measurement with instruments. observation activity carried out on students, both in the form of learning behavior and on all the difficulties experienced by students during teaching and learning activities.

2. Planning is the preparation of plans for teaching and learning activities that will be carried out in research as an effort to optimize students' abilities to appreciate fairy tales.
3. Actions are activities that are directly carried out between teachers and students carried out in teaching and learning activities, their application is in accordance with the plans that have been made.
4. Reflection is the activity of studying and considering everything that happens in teaching and learning activities that are directed at improving the abilities and learning behavior of students in class.

Figure 1. Stages of Classroom Action Research
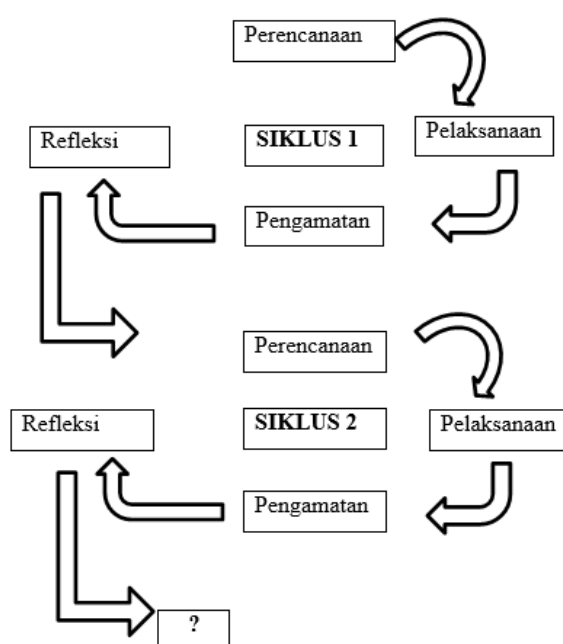
RESULTS AND DISCUSSION

Results

This research was conducted in two cycles and two actions with an allocation of two hours of study per meeting (2 X 30 minutes). Before entering the class action cycle, initial observations of disciplinary behavior were carried out with the following results:

Table 1. Percentage of Students' Initial Discipline Level

NO	Discipline Dimension	Percentage
1	Time	46 %
2	attitude	50 %
3	Rule	42 %
4	facility use	38 %
Average		44 %

From the table, it can be seen that the initial condition of class student discipline is relatively low. Of the four dimensions of discipline that measured the level of achievement, none exceeded 50% with an average level of discipline at the initial observation of 44%, which means that more than half of class X PH 2 SMK Binawisata Lembang did not show discipline. Meanwhile, the lowest level of individual discipline was 37.5% while the highest was 50%.

During the research process, the researcher conducted two cycles with two actions per cycle each. In the learning material provided is soccer learning using a schedule that is by the school schedule and the condition of the field and facilities by the learning process carried out daily by the physical education teacher. Following are the results of the actions in this study.

Table 2. The average level of student discipline in each cycle

NO	Cycle	Percentage	Description
1	Observation	44.00%	
2	Cycle 1-1	53.00%	an increase of 9% from the initial observation
3	Cycle 1-2	60%	an increase of 7% from cycles 1-1
4	Cycle 2-1	68.00%	an increase of 8% from cycles 1-2
5	Cycle 2-2	77.00%	an increase of 9% over cycles 2-1

Table 3. Student Discipline Level Cycle 1

NO	Discipline Dimension	Percentage			Diff	Description
		Observation	Cycle 1-1	Cycle 1-2		
1	Time	46%	52%	66%	14%	increase
2	attitude	50%	53%	66%	13%	increase
2	Rule	42%	54%	57%	3%	increase
4	facility use	38%	51%	50%	1%	decrease
	Average	44%	53%	60%	7%	increase

Table 4. Student Discipline Level Cycle

NO	Discipline dimension	Percentage			Diff	Description
		Observation	Cycle 2-1	Cycle 2-2		
1	Time	46%	72%	82%	10%	increase
2	attitude	50%	70%	83%	13%	increase
2	Rule	42%	71%	75%	4%	increase
4	facility use	38%	59%	68%	9%	increase
	Average	44%	68%	77%	9%	increase

In this study, from the actions taken by the researcher, the results increased the level of student discipline in each cycle. In the initial observation, it was found that the level of student discipline was 44% and it increased by 9% in cycle 1 action 1 to 53%. In cycle 1 action 2 the increase occurred by 7% so the level of student discipline became 60%.

Furthermore, in cycle 2 action 1 the level of student discipline was 68%, this result increased by 8% from cycle 1 action 2. Then in cycle 2 action two there was an increase of 9% from cycle 2 action 1 with the results of the student discipline level of 77%. Then when viewed from the dimensions, student discipline also experienced an increase in each cycle and action except in cycle 1 action 2 there was a decrease of 1% in the discipline dimension of the use of learning facilities.

Discussion

Based on the results of initial observations before entering the research cycle stage, the study found several problems as follows:

1. Low level of discipline.
2. Lack of awareness of students in learning
3. Weak teacher supervision of students in the implementation of learning
4. Lack of teacher efforts to improve student discipline

Discipline is a debriefing process that requires repetition to raise awareness. Tulus Tu'u (2004, p. 31) argues that "Discipline occurs and is formed as a result and the impact of a long coaching process carried out from within the family and continues in education at school."

The low level of student discipline before action is triggered by the low level of school discipline. based on the statement obtained from the civil servant teacher that "in daily life at school supervision of student behavior tends to be weak, enforcement of the rules has been implemented but not optimal enough so that there are several violations of school discipline that are not monitored. This causes students to get used to relaxed conditions and is brought into the learning process. This is recognized as a problem that must be resolved. Good supervisory discipline does not occur only because of teacher factors but is also influenced by the system and the availability of human resources. An unbalanced teacher-student ratio is one of the problems, the lack of teachers is also a problem so that all daily processes carried out by students are not monitored optimally. This is supported by the statement "Implementation of learning is often combined with students from other classes". Implementation of learning with twice the number of students makes the learning conditions not conducive and the conditioning of students becomes weak. So many student disciplinary processes do not work as they should.

Related to the above, Salahudin (2003, p.244) argues that discipline requires transparent supervision with the aim that students become more qualified, have a noble character, are full of self-character, and appear to be role models, especially in modern society. Therefore, with optimal supervision, undisciplined behavior from a student can be suppressed to a minimum, therefore the teacher, who in the school environment becomes a disciplinary supervisor must first become a disciplined figure. Furthermore, Schaefer (1989, p. 11) says that the purpose of discipline in learning is to provide correct patterns of behavior, as well as to develop control and direction. Discipline that is not implemented properly will result in chaos of rules and even change students' views of the rules themselves. Rules that seem unimportant to implement, and as a result, students' understanding of the discipline itself becomes weak. Discipline must be carried out as well as possible, especially in the early stages of implementation, where new habits are formed in students. Therefore, in enforcing discipline, teachers as supervisors of regulatory obligations must strictly enforce these rules, not half-half. Half-half enforcement of

the rules will result in a wrong understanding by students and assume that the existing rules are just a formality. So that the existing regulations are not carried out by students.

During the research process, the researcher conducted two cycles with two actions per each cycle. The learning material provided is soccer learning using a schedule that is by the school schedule and the condition of the field and facilities by the learning process carried out daily by the physical education teacher. At the beginning of the student, conditioning cycle learning must be repeated so that students want to do what is instructed. This causes the encouragement of learning materials to be ineffective. One of the functions of discipline put forward by Tu'u (2004, p.37) is that without good discipline, the school and classroom atmosphere becomes less conducive to learning activities. Discipline provides calm and orderly support to the learning process.

At the beginning of its implementation, it tends to be unhappy with the things that students have to do. This is realized by researchers as a process of discipline, namely the habituation of new habits in students. Continuing to repeat this with good supervision causes student awareness of this. The teacher's behavior also strongly supports the formation of student discipline behavior at school and in learning. teachers must reinforce their interactions with students during learning. Usman (in Nursetya and Kriswanto, p. 9) states reinforcement is any form of verbal or nonverbal response, which is part of the modification of the teacher's behavior towards student behavior which aims to provide information or feedback (feedback) for students for their actions as an act of encouragement or correction.

The above provides students with a deeper understanding of the disciplinary behavior applied in learning and games. So positive behavior shown by students has a higher probability of repeating after being appreciated, as well as negative behavior has a smaller possibility of repeating after being given a correction. The impact can be seen at the end of the cycle students tend to be more understanding and aware of what to do, and it can be seen from the increased student discipline. Even some students can manage themselves. So that the learning process runs more effectively.

CONCLUSION

Learning football using the TGfU learning model can improve student discipline behavior. With proper control, the disciplinary process will go well. The figure of the teacher will be very influential in the formation of student discipline behavior. Increased disciplinary behavior has a good influence on the effectiveness of learning. The discipline of students in learning assessment is quite good. However, the discipline of students outside of physical education learning has not been measured.

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