



The Effect of the Teaching Games for Understanding (TGfU) Learning Model on Improving Soccer Passing Skills

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Abstract

This study aimed to determine the effect of the Teaching Games for Understanding (TGfU) learning model on improving the inside-foot soccer passing skills of students participating in the extracurricular program at SDN 084/II Empelu. The study employed a quantitative approach using a quasi-experimental method and a One-Group Pretest-Posttest design. The sample consisted of 15 students selected via purposive sampling. A short-pass test served as the research instrument, while data analysis involved descriptive statistics, the Shapiro-Wilk normality test, and the Paired Sample t-test at a significance level of 0.05.

The results showed that the mean score increased from 82.87 in the pretest to 108.13 in the posttest, representing an increase of 25.26 points. Normality test results indicated a normal data distribution, with significance values of 0.165 for the pretest and 0.312 for the posttest (both >0.05). The Paired Sample t-test yielded a calculated t-value of -23.991 with a significance level of 0.001 (<0.05), indicating a significant difference between the pretest and posttest scores. These findings demonstrate that the TGfU learning model effectively improves students' soccer passing skills. Game-based learning via TGfU provides a more active, contextual, and meaningful learning experience, thereby enhancing both technical mastery and an understanding of game tactics.

Introduction

Education is a process aimed at comprehensively developing students' potential through active and continuous learning. A crucial component of education is physical education, which plays a role in developing students' physical, mental, social, and emotional aspects (Munadi, et al., 2024). Physical education and sports also serve as a long-term investment in enhancing the quality of human resources (Ali & Hartoto, 2017). Soccer is a highly popular sport that demands mastery of basic techniques, tactical ability, and sound decision-making (Soniawan & Irawan, 2018). One of the most important basic techniques is passing, as it serves to maintain ball possession, build attacks, and create scoring opportunities (Utomo, N. P., & Indarto, 2021). The inside-foot pass is widely used due to its high level of accuracy (Putra & Anggara, 2024). To execute passing skills effectively, students must not only master the technique but also understand game situations and make appropriate decisions. In this regard, (Pauzi et al., 2023) explain that the Teaching Games for Understanding (TGfU) model integrates technical mastery with tactical understanding through game situations; this makes students more active and motivated, enabling them to apply skills appropriately during matches. (Wiryawan et al., 2025) state that the TGfU-based soccer passing learning model is designed as a game-based activity that integrates passing techniques with game understanding, thereby boosting motivation, reducing boredom, and making it easier for students to comprehend and effectively apply passing skills during instruction.

Observations of the soccer extracurricular program at SDN 84/II Empelu revealed that students still struggle to apply passing skills during game situations. Common errors include inaccurate passing direction, inappropriate kicking power, and poor decision-making ability. This indicates that instruction focusing solely on technique has not been sufficient to optimally develop students' tactical understanding. One instructional model that can be employed to address this issue is Teaching Games for Understanding (TGfU). This model emphasizes game understanding, tactical awareness, and decision-making capabilities through the use of modified games (Chan & Indrayeni, 2018). TGfU has been shown to enhance students' game understanding, technical skills, and tactical abilities (Festiawan, 2020). Previous research also indicates that TGfU has a significant impact on improving playing skills and basic soccer techniques.

Based on this background, the present study aims to determine the effect of the Teaching Games for Understanding (TGfU) model on improving inside-foot passing skills among students participating in the soccer extracurricular program at SDN 84/II Empelu.

Methods

This study employs a quantitative approach using a quasi-experimental method to determine the effect of the Teaching Games for Understanding (TGfU) learning model on improving the soccer passing skills of students participating in the extracurricular program at SDN 84/II Empelu. The research design utilized is the One-Group Pretest-Posttest Design, which involves administering a pretest, applying the TGfU model as the intervention, and conducting a posttest to assess changes in student ability following the instruction. The study population consisted of 20 students participating in the soccer extracurricular program, while the sample comprised 15 students selected through purposive sampling.

The research instrument used was a short-pass test designed to measure inside-foot soccer passing skills. The aspects evaluated included passing accuracy, proper use of the inside-foot technique, ball control and power, and decision-making accuracy during simplified game scenarios. The test procedure involved kicking four balls sequentially at different targets, followed by the participant running to the finish line. Equipment used included soccer balls, cones, a stopwatch, a whistle, a measuring tape, and an assessment sheet.

Data collection was carried out through pretest and posttest stages using the same instrument to ensure objective comparison of results. The obtained data were analyzed using descriptive statistics, specifically mean scores, minimum and maximum values, and standard deviation. Prior to hypothesis testing, data normality was assessed using the Shapiro-Wilk test via SPSS 27 software. Subsequently, hypothesis testing was conducted using a Paired Sample t-Test to determine whether there was a significant difference between pretest and posttest results following the implementation of the TGfU learning model.

Results

This study aims to determine the soccer passing ability of students participating in the extracurricular program at SDN 84/II Empelu using the Teaching Games for

Understanding (TGfU) learning model. The research findings are based on pre-test and post-test results. The study involved a sample of 15 students. The data are detailed as follows:

a. Description of pre-test results

Statistical data regarding the soccer short-passing test results are presented below.

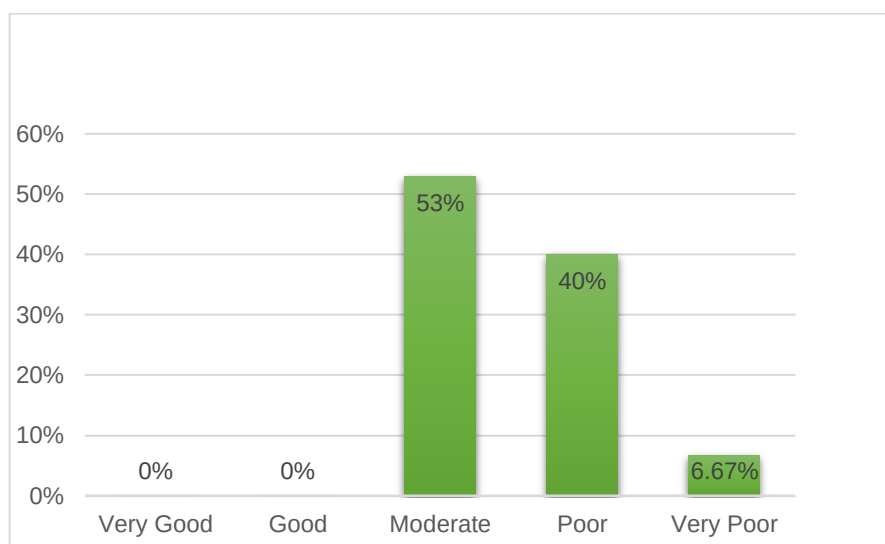
Table 1. Statistical description of pre-test results

<i>Pretest</i>	<i>Statistic</i>	<i>Std. Error</i>
<i>Mean</i>	82,87	2,438
<i>Median</i>	85,00	
<i>Std. Deviation</i>	9,441	
<i>Minimum</i>	63	
<i>Maximum</i>	95	
<i>Range</i>	32	

Table 2. Frequency and percentage of pretest results

Category	Frequency	Percentage
Very Good	0	0%
Good	0	0%
Moderate	8	53,33%
Poor	6	40,00%
Very Poor	1	6,67%
Total	15	100%

Based on the table above, the initial test (pretest) results indicate that no students fell into the "very good" or "good" categories. Eight students (53.33%) were in the "moderate" category, six students (40.00%) were in the "poor" category, and one student (6.67%) was in the "very poor" category. These results demonstrate that the students' ability to perform the inside-foot pass in soccer—prior to the intervention—ranged from the "moderate" to "poor" categories

**Figure 1.** Short pass graph (pretest)**b. Description of posttest research results**

Statistical data obtained from the football short pass posttest are as follows.

Table 3. Statistical description of pretest results

<i>Posttest</i>	<i>Statistic</i>	<i>Std. Error</i>
<i>Mean</i>	108,13	2,533
<i>Median</i>	110,00	
<i>Std. Deviation</i>	9,812	
<i>Minimum</i>	91	
<i>Maximum</i>	130	
<i>Range</i>	39	

A description of the percentage data from the soccer short-pass post-test is presented in the following table.

Table 4. Frequency of post-test percentage results

Category	Frequency	Percentage
Very Good	1	6,67%
Good	10	66,67%
Moderate	4	26,67%
Poor	0	0%
Very Poor	0	0%
Total	15	100%

Based on the table above, the post-test results indicate that one student (6.67%) fell into the "very good" category, ten students (66.67%) into the "good" category, and

four students (26.67%) into the "moderate" category. No students fell into the "poor" or "very poor" categories. These results demonstrate that the majority of students achieved the "good" category after participating in instruction using the Teaching Games for Understanding (TGfU) model.

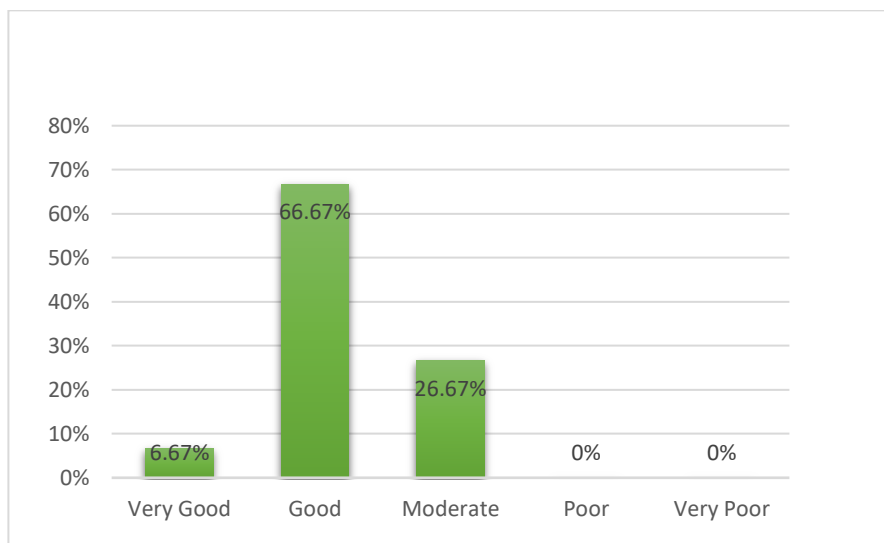


Figure 2. Short pass graph (post-test)

c. Normality test

The results of the normality test for the pre-test and post-test data, conducted using SPSS statistical analysis, are presented below.

Table 5. Normality test resultsTabel

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
<i>Pretest</i>	,181	15	,200*	,916	15	,165
<i>Posttest</i>	,175	15	,200*	,934	15	,312

The normality test results indicate that the pretest data has a significance value of 0.165, while the posttest data has a value of 0.312. Since both significance values exceed 0.05, the pretest and posttest data are considered to be normally distributed. Consequently, the data meet the requirements for hypothesis testing using the Paired Sample t-Test.

d. Hypothesis testing

The results of the hypothesis test on the pretest and posttest data, conducted using SPSS statistical analysis, are presented below.

Table 6. Paired Samples Test Results

		Paired Differences							Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			
Pair 1	pretest - posttest	-25,267	4,079	1,053	-27,526	-23,008	-23,991	14	,001

The Paired Sample t-Test results show a calculated t-value of -23.991 with a significance value of 0.001 ($p < 0.05$). These results indicate a significant difference between the pretest and posttest scores. Thus, the Teaching Games for Understanding (TGfU) learning model is proven effective in improving inside-foot soccer passing skills, with an average increase of 25.267 points following the intervention.

Discussion

The research results indicate that the implementation of the Teaching Games for Understanding (TGfU) model effectively improves the inside-foot passing skills of students participating in the football extracurricular program at SDN 84/II Empelu. Prior to the implementation of TGfU, students struggled with passing accuracy, ball control, and decision-making during game situations. Following the introduction of game-based learning, students became more active and were able to apply passing skills in more realistic game scenarios.

According to (Ferdiansyah & Sari, 2025), TGfU emphasizes tactical understanding prior to skill mastery, guiding students to comprehend game challenges and determine appropriate responses. This aligns with the TGfU implementation in this study, as students did not merely practice passing techniques but also learned to determine the timing, direction, and target of passes based on the game situation.

These results are consistent with the findings of (Firmana et al., 2023), which demonstrated that implementing TGfU through small-sided games enhances playing skills and decision-making abilities. Findings by (Erza Azriel Muhammad, 2023) also indicate that TGfU positively impacts the improvement of basic passing skills among football extracurricular participants. Meanwhile, (Wiryawan et al., 2025) explain that TGfU can be utilized for teaching passing by integrating technical drills with game activities. This suggests that passing skills develop more effectively when students

have the opportunity to practice them within a game context.

The study's findings are further supported by (Pauzi et al., 2023), who state that TGfU can improve football learning outcomes through game-centered instruction. Additionally, (Hulu et al., 2025) demonstrate that TGfU implementation enhances passing skills. These consistent results reinforce the idea that game-based learning helps students develop both technical skills and an understanding of game situations.

The improvement in passing skills observed in this study was also influenced by several supporting factors. Regarding the students, modified games enhance engagement, motivation, communication, cooperation, and decision-making confidence. From the coach's perspective, instructional success relies on the ability to design games and provide guidance, questions, and feedback tailored to the students' capabilities. Meanwhile, limitations in facilities and equipment can be overcome by modifying court dimensions, player numbers, and game rules, as well as by utilizing available equipment. Effective time management is also essential to ensure that game activities, discussions, feedback, and reflection proceed optimally.

Conclusion

Based on the research findings, it can be concluded that the Teaching Games for Understanding (TGfU) learning model is effective in improving the inside-foot passing skills of students participating in the football extracurricular program at SDN 84/II Empelu. Through instruction that emphasizes game understanding and decision-making, students become more capable of executing passes accurately and effectively during game situations. Thus, the TGfU model can serve as an alternative approach to football instruction for optimally enhancing students' passing skills.

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