Tactical Approach to Increase Motivation for Learning Students on Physical Education Teaching in Primary Schools

A Rokhayati, L Nur*, Elan and G Gandana
Universitas Pendidikan Indonesia, Kampus Tasikmalaya, Jl. Dr. Setiabudi no 229, Bandung, Indonesia

Email: lutfinur@upi.edu

Abstract. This research was motivated by the facts on the ground regarding the learning conditions of physical education at this time, the tendency is still using conventional approaches. This learning process tends to get bored and less enthusiastic students in the learning process. This study was conducted to determine the contribution of a tactical approach to physical education learning motivation. This research uses experimental methods to study design used in this study is Quasi Experiment with the shape of Non-equivalent pretest-posttest control group design. Subject of students who will be involved are elementary school fifth grade students in MI and SD Asshulaha Sukamanah 2. Number of samples in this study were 28 people according to the number in the class VB MI Asshulaha and 28 people in the class V SD Sukamanah 2. The instrument in this study using a questionnaire motivation to learn. Conclusions of this study indicate that a tactical approach provides significantly more influence than the technical approach in improving the learning motivation of physical education in primary schools.

1. Introduction
Physical education and sports programs in schools aimed at potential aspects of the development of the whole student. The process is more emphasis on the elaboration of a strong relationship between the social-emotional, cognitive, reflective, motion skills of students, and students' psychological side. Teaching physical education is expected to be useful in sustaining the quality of student life more meaningful for both student life in the present and in the future. The learning process is basically a pedagogical interaction between teachers, students, materials, and environment [1]. In relation to the learning process of physical education, according the authors observed during the teaching process still tend to use conventional learning approach that emphasizes the acquisition of skills becomes the main goal of learning regardless of the characteristics of students and the type of sport. So unwittingly teachers are too focused on motor skills in particular, forget that just as important, namely cognitive, affective and psychomotor. But if we look at, the learning process of students in the elementary school should take precedence on the basis of developments such as the interest in learning, learning motivation, physical fitness and others, which will be equipped to the next level. That is when the basic foundation has been a good student, then it will have an impact on more optimal learning results.

The selection and use of appropriate learning approach in practice the learning process with the aim of learning more optimal results. For it is necessary to develop learning approaches are more effective and efficient, according to the demands and characteristics of students who are learning. Therefore,
teach, so that teachers should be able to anticipate or solve the problem, by not using a learning approach that carelessly, meaning that teachers should be able to plan, establish and implement a variety of efforts associated with learning activities, of course, the selection of learning approach is very effective for the creation of the expected learning outcomes based on the demands and characteristics of students. In other words, educators must have a teaching and learning strategy which is the result of choices that are tailored to the situation, conditions and objectives specific teaching, because it can vary.

At this time, the learning that is often used in the implementation of teaching and learning activities, one of which is the conventional approach to learning that is predominately used by the teachers. Overview of the implementation of the conventional learning approach is more about technique or skill learning some basic techniques individually or separately, while understanding the meaning of the game itself is often overlooked. With the conventional approach pattern teachers often spend time learning just to learn the basic techniques of course, there is an impression on students such an approach is tedious and less attractive due to the learning situation seem monotonous.

Although the approach of conventional learning is expected to increase mastery of technical skills base, but it was criticized, one of them put forward. This format MIGHT improve technique, it has been criticize for teaching skills before students can grasp Reviews their significance within the game [2]. That is, the skills taught before the subject of teaching can understand its relevance to the situation playing actual results could eliminate the essence of the game itself.

A learning approach in the implementation implement the system real game pattern [3]. Pattern learning approach is done through play activities, and learning the mastery of basic techniques performed in conjunction with the pattern of play. The learning approach in question is the tactical approach to learning.

Based on the above, the researchers felt the need to do some research in terms of implementing a tactical approach that will be compared with conventional approaches to increase motivation to learn in elementary school. The study authors consider to have significant value in relation to improving the quality of learning both in intra-curricular and extracurricular variety of sports which in turn can help improve learning outcomes in physical education in primary schools. Furthermore, by doing so will contribute to better learning outcomes again. Because if these problems continue to be sustainable and not be examined from a perspective that has been described above and studied, predicted to influence the overall achievement of learning outcomes that are not optimal.

2. Tactical Approach and Technical Approach
Tactical approach is an approach that connects tactics and skills in the context of sports games [4]. The learning approach in teaching physical education tactical orientation using student interests as a structure of the game to promote the development of the tactical skills and knowledge necessary for the appearance of the game. The tactical approach has a good effect is to give freedom to the students in the learning process so that it would make its activities more active, although it will make more extra teachers should supervise or control [5]. In other words, through a tactical approach to learning, learning atmosphere more interesting and stimulate student interest in learning. Due to the systematic implementation of learning begins with play activities, although in shades modified, whether it be modified in terms of the learning environment and the rules of the game. Through tactical learning approach, students are engaged in learning activities will be directed towards understanding the game to patterns of play. As for the patterns of activity of learning by using a tactical approach, described in the steps are as follows: (1) Game form, students are directed to the various game forms, (2) teaching for understanding, teacher stops the keep-away game and asks questions, (3) drills for skill development, teacher explains and demonstrates the proper defensive stance to the class, (4) return to game form, students play “keep-away” again, (5) review and closure, teacher reviews the key concepts and some important principles of game forms that students have done [6].

Conventional learning approach is a learning approach that tends to be more emphasis on mastering the elements of basic techniques performed repeatedly, and the application of learning is focused on
mastering basic techniques prior and subsequent to the game. It thus affect the situation and learning conditions that tend to be monotonous and boring, so less stimulate student interest. In addition, students learn to be less likely to affect the concentration and motivation in the learning process of physical education.

The format of the learning activities technical approach includes heating, development of engineering skills base, modification of the game, and then play [7]. Based on the above, in principle, learning activities through approaches technically, they are preferable to the mastery of basic engineering skills first, before stepping into the patterns of the game.

3. Methods
The method used in this study is an experimental method to see an increase motivation to learn physical education through learning tactical approach. The research design used in this study is Quasi Experiment with shapes Non-equivalent pretest-posttest control group design. This research will do the pretest and posttest to the two classes of fifth grade elementary school children to see things in their learning [8].

Subject of students who will be involved are elementary school fifth grade students in MI and SD Asshulaha Sukamanah 2. Number of samples in this study were 28 people according to the number in the class VB MI Asshulaha and 28 people in the class V SD Sukamanah 2.

The instrument used to measure the motivation to study physical education, the author uses motivational measurement instruments to measure the level of sports participation as an elementary school student. This scale was constructed by a three-dimensional construct of motivation are intrinsic motivation, extrinsic motivation and amotivasi. These three dimensions are elaborated into seven indicators, namely: external regulation, introjections regulation, identified regulation, intrinsic motivation to know, intrinsic motivation toward, intrinsic motivation to experience stimulation, dan amotivation yang berdasarkan hasil analisis reliabilitas konsistensi internal diperoleh skor Alpha Cronbach stretched from 0.66 to 0.81 with a mean of 0.74.

4. Result and Discussion
In order to provide a general description of the data have been obtained from the research, the data were analyzed. then look for the value of the average (mean) and standard deviation (standard deviation). Here deskripsi statistical measurement results of research variables are presented in the table 1.

| Waktu Pengukuran      | N  | Mean   | Std. Deviation |
|-----------------------|----|--------|----------------|
| Pretest Control Group | 28 | 68.50  | 8.63           |
| Posttest Control Group| 28 | 107.28 | 7.71           |
| Gain Score            | 28 | 38.78  | 6.23           |
| Pretest Experiment Group | 28 | 71.57  | 6.37           |
| Posttest Experiment Group | 28 | 117.96 | 8.31           |
| Gain Score            | 28 | 46.39  | 6.93           |

Based on Table 1 descriptive statistical measurement results obtained in the control group for motivation variable at the beginning of the test (M = 68.50 and SD = 8.63), final test (M = 107.28 and SD = 7.71), then the difference between initial test and final test (M = 38.78 and SD = 6.23). While the experimental group gained statistically deskripsi the initial test (M = 71.57 and SD = 6.37), final test (M = 117.96 and SD = 8.31), then the difference between the initial test and final test (M = 46.39 and SD = 6.93).
After the average value and standard deviation both sample groups are known, the next step is to test the normality of the test result data by using the Kolmogorov-Smirnov normality test. The aim is to establish testing techniques hypothesis that if the normal distribution of data, then use parametric testing and vice versa if the data distribution is not normal, then use a non-parametric testing. The results of these tests can be seen in Table 2.

| Variable   | Group | Kolmogorov-Smirnov* | Information |
|------------|-------|----------------------|-------------|
| Motivation | EG    | 0.14, 28, 0.18       | Normal      |
|            | CG    | 0.10, 28, 0.20       | Normal      |

According to the Table 2 results of the analysis showed that the motivation variable Kolmogorov Smirnov values obtained for the experimental group (Stats = 0.14, sig = 0.18), and the control group (Stats = 0.10, sig = 0.20). Decision-making methods that are used to test for normality that is, if the significance value > 0.05 then the data is normally distributed and if the significance value < 0.05 then the data are not normally distributed. Based on the values obtained from Table 2 P_VALUE or sig value of the above variables proved to have a value above 0.05. Thus the variables in this study normal distribution.

To test the hypothesis that has been determined in the previous chapter technique statistical analysis technique used is the analysis of the test of independent samples t test, it aims to see the difference in effect between the experimental group (tactical approach) and a control group (conventional approach) to an independent variable (Motivation). Here are the results of independent samples t test analysis test are presented in the Table 3:

| Variable | Group | N  | Mean | SD  | SE M |
|----------|-------|----|------|-----|------|
| Motivation | Control | 28 | 38.78 | 6.23 | 1.17 |
|           | Experiment | 28 | 46.39 | 6.93 | 1.30 |

| Variable   | Test of Homogeneity | t-test for Equality of Means |
|------------|----------------------|-----------------------------|
|            | Levene's Test for Equality of Variances | F  | Sig. | t   | df  | Sig. | MD  | SE D |
| Skor Motivasi | Equal variances assumed | 0.13 | 0.72 | -4.32 | 54.00 | 0.00 | -7.61 | 1.76 |
|            | Equal variances not assumed | -4.32 | 53.41 | 0.00 | -7.61 | 1.76 |

Based on the analysis presented in Tables 3 and 4 proved to be the motivation variable obtained value t = -4.32 and significant at value = 0.00 (0:00 <0.05). The results showed that there are significant differences between the experimental group (tactical approach) and a control group.
(conventional approach). In addition, if we look at table 4 mean values obtained for the experimental group (tactical approach) amounting to 46.39 and the control group (conventional approach) amounting to 38.78. It proves that the experimental group (tactical approaches) provide a higher impact than in the control group (conventional approach) to increase motivation to learn physical education. These results indicate that the hypothesis can be accepted in accordance with the results of the statistical analysis.

The results showed tactical approach provides a significant contribution to student motivation in teaching physical education at primary school. The hypothesis test showed that learning tactical approach gives a better effect than conventional learning approaches to increase student motivation primary school. Based on the research findings, it is caused, among others: implementation of the learning process of both learning approaches, psychological development of students (level of participation and enthusiasm) and the fact the test result data on elementary school students' motivation.

Based on the findings in the field, in the initial treatment phase the students are still enthusiastic and passionate in following the teaching learning approach provided by the instructor. But not long afterwards in subsequent meetings began to be seen differences in the enthusiasm and participation of students in participating in the learning process through tactical and conventional approaches. In fact the students taught through tactical approach looks more enthusiastic in participating in various activities, while students taught by conventional approach began to look bored and have an impact on the level of excitement and participation follows the learning process.

In addition, the views rather than the implementation process of learning the students are taught through tactical approach tends to be centered on the students, whereas the conventional approach instead (teacher-centered). This means that students be given the freedom to move and develop themselves in learning activities for physical education, so that through the patterns of activity of the game is modified students were excited to be in a range of games that are unconscious motor activity undertaken such students performed optimally and active time of learning is high, which ultimately impact also on improving the physical fitness of the students in line with research conducted by Alison & Thorpe (1997, p 9-13), who stated in his research that the tactical approach implemented in the game of hockey and basketball provide high significance the enthusiasm and effort of student learning. In addition smith et.al (2015) in his research revealed also that students are more motivated learning through tactical approach compared to the direct instruction approach.

5. Conclusion
Based on the findings practically from the results of the study authors and supported by some of the findings of previous studies results, that a tactical approach provides significantly more influence than the technical approach in improving the learning motivation of physical education in primary schools.

References
[1] Fang Z 1996 A review of research on teacher beliefs and practices Educational research, 38(1) 47-65
[2] Shulman L 1987 Knowledge and teaching: Foundations of the new reform Harvard educational review 57(1) 1-23
[3] Barto A G, Sutton R S and Anderson C W 1983 Neuronlike adaptive elements that can solve difficult learning control problems IEEE transactions on systems, man, and cybernetics (5), 834-846
[4] Kirk D and MacPhail A 2002 Teaching games for understanding and situated learning: Rethinking the Bunker-Thorpe model Journal of teaching in Physical Education 21(2) 177-192
[5] Casey A and Dyson B 2009 The implementation of models-based practice in physical education through action research *European Physical Education Review* 15 (2) pp 175-199

[6] Goodyear P 2005 Educational design and networked learning: Patterns, pattern languages and design practice *Australasian Journal of Educational Technology* 21(1)

[7] Hillman D C, Willis D J and Gunawardena C N 1994 Learner-interface interaction in distance education: An extension of contemporary models and strategies for practitioners *American Journal of Distance Education* 8(2) 30-42

[8] Creswell J W 2010 *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed* Translated by Achmad Fawaid Jogjakarta: Pustaka Pelajar