

The Implementation of Tactical Approach in Big-Ball Game Learning to Improve Student's Creativity

Bayu Adiyaksa Juanda, Didin Budiman and Rusli Ibrahim

Faculty of Sport and Health Education, Universitas Pendidikan Indonesia, Jln. Dr. Setiabudhi No.299 Bandung, Indonesia
bayu@gmail.com

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Abstract: The lack of practicing and understanding of the teachers in basketball game learning will weaken the students' creativity and play skill in the activity. Forming teaching strategy to improve student's creativity and play skill needs to be done by the teacher to understand the physical education studying process. The method used in this research is Class Action Research (CAR). The writer uses questionnaire to research the creativity of the fifth grade UPI Labschool Elementary School students with 25 student samples, and use chosen observation sheet to test the students' play skill. The processed data result from preliminary observation shows that the students' ability value is still very low in basketball game creativity and skill, thus the writer continues the research until it reaches the standard set by the writer, and also there has to be an improvement in every cycles from preliminary observation research until cycle 2 step 2. The final result proves that there is an improvement in basketball game performance and creativity of fifth grade students of Labschool UPI Elementary School Bandung.

1 INTRODUCTION

One of the physical education materials is basketball which is included in required material that has study result as one of its purposes. It is positioned for the physical education teachers or educators to be oriented to basketball competency standards and it is also necessary for them to pay attention to the students' contentment, creativity, characteristic, ability and competency standards development that also have to be adjusted with the learning objectives that have to be achieved (Beebout, 1916). In basketball learning, there are many teachers that haven't given a suitable basketball learning method which is monotonous. Basketball has been taught from early age, so the learners need the right learning materials that are correctly and creatively arranged. Based on the writer's observation, the study results of some fifth-grade students of Labschool UPI Elementary School already own the ability and skill in basketball game, but their lack of interest and creativity raise a perception that basketball is not too exciting, thus the potential possessed by the fifth-grade students of Labschool UPI Elementary School to join some basketball championships and

competitions is just passed by. There are a lot of factors that cause the fifth-grade students' of Labschool UPI Elementary School's basketball study result and interest are still low.

2 METHODS

In this study improvement process the writer conducted a study that consists of pre-cycle, cycle 1, and cycle 2. Each cycle needs 4 steps, they are planning, implementation, observation, and reflection (Kemmis et al., 2014). The writer conducted cycle 1 and cycle 2 studies at Lab School Elementary School Bandung consecutively in March, school year of 2016/2017 according to the schedules approved by the school. The writer arranged the lesson plan in every cycle in order to improve the study explicitly and unravel the study improvement strategy for the study components in the core of main activity by using tactical approach learning method (Grubestic et al., 2017).

2.1 Research Instrument

Research instrument can be seen on the table 1 as follows:

Table 1: Students' Creativity Test Students' Creativity Instrument Grille.

| Components | Sub-Components | Indicators |
|--|----------------|---|
| Creativity (Supriadi, 2001) quoted by Jamridafrizal (link) Creativity is a process of creating something unique, original, and valuable, the characteristics of creativity can be grouped into two categories, cognitive and incognitive: "Cognitive characteristics are: 1. Originality 2. Flexibility 3. Smoothness 4. Elaboration 5. Evaluation While the characteristics of incognitive are: 1. | Originality | a. Thinking different b. Not doing the same thing c. Finding new movements d. Having different ways e. Thinking of another things |
| | Flexibility | a. Making movements creativity b. Giving various interpretations c. Doing it different ways d. Looking at different point of view e. Using variations |
| | Smoothness | a. Asking a lot of questions b. Giving a lot of answers c. Learning faster d. Enthusiastic e. Confident |

2.1.1 GPAI (Game Performance Assessment Instrument) Test

Game performance assessment basically needs observation accuracy during the game. Griffin et al. (1997) in Hoedaya's writing (2001) have created an assessment instrument named GPAI. Henceforward, GPAI translated to Indonesian becomes *Penilaian Penampilan Bermain* shortened to IPPB (Kirk, 2007). It aims to help the teachers and coaches in observing and logging the game performance during the game. Teachers (Observers) can find by themselves what's need to be observed that's adjusted with the main lesson given that time. The data assessment forward can be seen on the table 2 as follows:

Table 2: Game Performance Setting.

| Date | GPAI | Group |
|-----------------------------|--|-------|
| Game Performance Components | Criteria | |
| Decisions taken | The players try to pass to the free team mates | |
| Support | Controlled pass to the target | |
| Skill Execution | The players move to take free position to receive the pass | |

Game performance described on table 2.

Table 3: Game Performance Observation (Hoedaya, 2001).

| No. | Name | Decision | | Performance | | Support |
|-----|------|----------|----|-------------|----|---------|
| 1 | | C | IC | E | IE | C |
| 2 | | | | | | |
| etc | | | | | | |
| | | | | | | |

Notes: C= Correct, IC = Incorrect, E = Efficient, IE = Inefficient.

In table 3 above is a game performance observation. The advantage of GPAI is its flexibility. Teachers (observers) are able to decide the components observed at that time. When using GPAI, the writer identifies all of the seven components that are applied to the game and review one or many criteria. In every component that identify the good decision and tactical performance. In this research the writer focuses on the three game performance aspects in every component, they are: decision making (Correct or Incorrect), performing skills (efficient or inefficient), and giving support (correct or incorrect). Then we observe every student in the game study and record events from the knowledge and tactical performance on certain component.

3 RESULTS AND DISCUSSION

From the class actions implementation, the gained results for creativity pre-observation are 3,2. 3,81 for Cycle 1 Step 1, 4,81 for Cycle 1 Step 2. Whereas for basketball game performance pre-observation gains 50, 51 for Cycle 1 Step 1, 62 for Cycle 1 Step 2, 72 for Cycle 2 Step 1, 86 for Cycle 2 Step 2. It shows the fact that the teaching presentation using tactical approach with various games described systematically by the teachers can improve the students' game performance creativity (Griffin et al.,

1997). This is in line with Subroto (2002) that described about the aims of tactical approach in teaching for the students as follows:

- Mastering game performance through the relation between game tactics with skill development;
- Giving pleasure in activities;
- Solving problems and taking decisions during the game.

Based on the facts in the field and strengthened by the theory, the writer concludes that the tactical approach can be done by the school teachers on physical education study because there are so many benefits gained especially for the students' creativity and game performance prompt development (Dyson et al., 2004).

According to the research result from the beginning of the observation until cycle 2 step 2, it is acknowledged that the students' game performance in basketball study is improved. The final result's data and the summary from the beginning of the observation until cycle 2 step 2 can be described in the table 4 as follows:

Table 4: Percentage Value.

| Activities Performed | Creativity Results Average | Skill Results Average | Notes |
|----------------------|----------------------------|-----------------------|-------------|
| Pre-observation | 3.2 | 50 | Incompleted |
| Cycle 1 Step 1 | 3.81 | 51 | Incompleted |
| Cycle 1 Step 2 | 4.81 | 62 | Incompleted |
| Cycle 2 Step 1 | - | 72 | Incompleted |
| Cycle 2 Step 2 | - | 86 | Completed |

4 CONCLUSIONS

Based on the researched done by the writer from the beginning of observation until cycle 2 step 2, it is known that the basketball game performance and creativity includes the assessment of (dribble, passing, and shooting) (Perkos et al., 2002). The writer concludes that the fifth-grade students of Labschool UPI Bandung' basketball creativity improvement using game implementation that includes passing dribbling and shooting like 5 on 5 game has elevated, and it is useful to be implemented to physical education study at elementary school.

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