Knowledge Level Students of PJKR 2011 FIK UNY Force on Concepts and Teaching Materials Course Target Games TGfU

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Abstract

Introduction:
This study aims to provide of student knowledge Prodi PJKR FIK UNY class of 2011 to the concepts and teaching materials TGfU target games. Approach tactics as new innovations that enrich a variety of approaches to learning the game and sport that has been helpful as well as for teachers and prospective teachers in developing a learning model PE in school.

Methods:
This research is descriptive quantitative. The method used in this study is a survey method. The population in this study were all students Prodi PJKR FIK UNY class of 2011, the determination of the sample taken by proportional random sampling totaled 102 students. Data collection techniques in this study using a test of knowledge about the target concept in TGfU games. The form of the test used is included tests true-foul. Data collected from the study corrected then counted the number correctly. Furthermore, these results were statistically analyzed quantitative descriptive return to determine the amount or frequency and percentage.

Results:
The results showed that the knowledge students Prodi PJKR FIK UNY class of 2011 on the concept and the target game TGfU teaching materials, are in both categories with a number of 86 children, and then in the follow category is not well with the number of 11 children, and the very good category with the number 5 children. From these results the majority of students Prodi PJKR 84.3% FIK UNY Force in 2011 had a good level of knowledge.

Keywords: Knowledge, Target games, TGfU.

INTRODUCTION

Approach to learning tactics is a learning approach that emphasizes learning skills and tactics play in the play situation. Concept-based learning tactics Teaching Games for Understanding (TGfU) also emphasizes the involvement of the student. Students are able
to develop not only the majority of psychomotor but also the affective and cognitive well
developed. Approach tactics as new innovations that enrich a variety of approaches to
learning the game and sport that has been helpful as well as for teachers and prospective
teachers in developing a learning model PE in school. Tactic approach as a new learning
model, conceived as a learning model that is currently widely physical education experts to
enhance the skills of students who play often known as the TGfU approach.

TGfU is an approach to student learning that fosters awareness of tactics and skill
learning. This learning approach requires students to understand the tactics and strategy
of playing the sport first before learning about the techniques used. The concept of
learning TGfU also put more pressure on the student activity. Students not only develop
psychomotor but also the affective and cognitive well developed. Target games need to
be packaged in the form of a game. The game can be interpreted with two senses. First,
the game is a pure play activities that seek pleasure without looking to win or lose.
Secondly, the game play is defined as an activity that is performed in order to find pleasure
and satisfaction, but characterized the search win-lose. The game is if the business itself
(though the mind and physical exercise) is very useful for the improvement and
development of motivation, performance, and achievements in carrying out the duties and
interests of the organization better.

The game as an activity that helps children achieve full development, physical,
intellectual, social, moral, and emotional. However, the problems that arise in the course
of learning the target games are still many students PJKR FIK UNY still wrong to interpret
the concept of the target games. For example, there are some students who take any kind
of game that no target is included in the target form games. Diverse knowledge of students
can be understood as a form of knowledge that is not the same among students, even
when lectures get the same material. Student knowledge about the target that is not the
same game that is the problem in this research. It can be seen from the experience of the
researcher in the course of teaching the target games, when asked the target concept
problem games are still many students who are in the interpret it wrong. From the above,
the researcher needs to be looked at on a study of student knowledge PJKR FIK UNY
class of 2011 to the concepts and teaching materials in the target game TGfU.

1. Knowledge

According Jujun Suriasumantri (1993: 104), "Knowledge is essentially all of what
we know about a objects belong to it is a science". In simple terms the overall
knowledge is basically information and ideas contained in statements made about something symptoms or events that are scientific, social or individual (The Liang Gie, 1987: 66). Knowledge is the result of a human knows, that just answering the question "what", what is natural, what is human, and so on (Notoatmodjo, 2005). Knowledge is the result of human sensing or know someone on the results of the object through its senses (eyes, nose, ears and so on). By itself the sensing time to generate such knowledge is strongly influenced by the intensity of attention and perception of the object (Notoatmodjo, 2005). According to the Ministry of Education in Indonesian Dictionary (2002: 1121) is the knowledge of everything that is known. Knowledge is also interpreted everything that is known with respect to (the subjects). Acquisition of knowledge is very important, because knowledge is what makes a person would be assessed and valued intellectual. Soerjono Soekanto (2009: 6) argues that knowledge is the impression in the minds of men as a result of the use of the five senses, which is quite different from the beliefs, superstitions, and enlightened false (misinformations).

2. Nature of Physical Education

Nixon and Jawett in Arma Abdoellah (1994: 5) mentions "physical education is one aspect of the overall educational process with respect to the development and use of motor skills of individuals who volunteer and are useful as well as directly related to the response of mental, emotional, and social". Based on the above statement, then the overall physical education affects not only the physical aspects, but the physical education a person is able to develop the overall personality. From the above opinion could be interpreted if one will achieve what is expected departure from the intention of the man himself, due to a change in his life came from learning to develop all their potential. Rusli Lutan (2001: 1) physical education is a process of education through physical activities to achieve educational goals. Moreover, in another opinion by Suherman Adang (2000: 22) notion of physical education in the traditional view considers the Man consists of two main components that can be sorted out, the physical and spiritual (dichotomy). Therefore, physical education is defined as a process of education for harmony between body growth and later development of the soul. The modern view considers humans as one unified whole (holistic). Therefore, physical education is a process of education through physical activity and education as well
as a process for improving physical ability. Learning in physical education must be able to arouse the child's interest to explore its potential in terms of motion, so that the child should be encouraged to constantly explore his capabilities. Physical education lessons is one of the places to improve children's understanding of the basic concepts of movement skills. The ability of this understanding will be useful very useful for students and also a lot of learning in the sport when they become adults. In fact, this ability can be transferred to other fields understand and can also be passed on to younger siblings later.

3. Characteristics of Students PJKR

Faculty of Sport Sciences has three courses. sport education program (POR), sport coaching education (PKL) and health education and recreation (PKR). While four courses (Prodi) covers health department of physical education and recreation (PJKR), elementary school physical education teacher (PGSD penjas), sports coaching education study program (PKO) and the department of sport science (IKORA). Prodi PJKR and PGSD penjas into the physical education majors (POR). From the fourth Prodi all have undergraduate level (S1). Of course the three of them are educational programs (PJKR, PGSD penjas and PKO) and one non-educational programs (IKORA). Student of health physical education and recreation (Prodi PJKR) class of 2011 are students who use the curriculum 2009 Where curriculum has been developed with the characteristics of Common Ground. Common ground program provides the opportunity for graduates to obtain a double degree. Students must complete 144 semester credit system (SKS) in order to obtain a bachelor degree (S1) by taking two routes, namely through the final project thesis (TAS) and a final project instead of a thesis (TABS). To complete the 144 credits must be taken through the process of learning. Matakuliah- learning with subjects that have been compiled into categories of activity theory (T) of 58.33% - 63.89%, practice (P) of 30.56% - 36.81%, and the pitch (L) 4.17% - 6, 94%. The subjects are grouped according to their nature, which is required to pass, as the prerequisite courses required to pass another, and choice. Determination of the type of activity and the nature of the course is tailored to the characteristics of each study program.

4. Concepts and Teaching Materials

Woodruff (in Amin, 1987) explains the concept definition into 3 namely:
a) The concept can be defined as an idea/ideas are relatively perfect and meaningful,
b) The concept is understanding of an object,
c) The concept is subjective product derived from how a person makes sense of the objects or the objects through experience (after doing the perception of the object/objects). The concept is usually used to describe the empirical world observed by researchers, both in the form of objects or a particular social phenomenon which is abstract. Teaching materials consist of two words that matter and teaching. According to the Ministry of Education in Indonesian Dictionary (2002) defined the material objects; materials; everything looks. While defined by the instructions given to the so known (be followed). Based on the meaning of the word, teaching materials defined by something that looks as instructions given to students in the form of material that will be accepted by learners. On the other hand, the definition of teaching materials is almost the same as the definition of learning materials. In the Learning Materials Development Guide (MONE, 2008) explained that the learning materials are the knowledge, skills, and attitudes that students must master in order to meet the standards of competence specified.

5. Learning Teaching Games for Understanding (TGfU)

Learning Teaching Games for Understanding (TGfU) can not be separated from the concept of Tactical Games Approach in which both play in the application of the approach to learning. In teaching the game, teachers need to linking tactics and techniques that emphasize skill game timing precision engineering practice and application in the context of game tactics. In the case of the teacher is necessary for connecting the tactics of how the concept is applied to the supported technique to play sports games. In addition, teacher materials design games using tactical issues, so that the teacher can teach the game in accordance with the child’s development. Play approach to introduce tactics and techniques that are indispensable to the current physical education teacher. Teaching Games for Understanding (TGfU) emphasizes tactics in achieving the objectives of physical education. Where the approach through playing aspects, all students are exposed to the problem to solve the problem with the tactical
ability of a student. The concept of learning Teaching Games for Understanding (TGfU) emphasizes the involvement of the student in the learning process of physical education.

A similar opinion was expressed by Metzler mention Teaching Games for Understanding (TGfU) is a learning model that focuses on the development of students in the ability to play the game. A statement that can be drawn in the concept of learning Teaching Games for Understanding (TGfU) is flexibility where students are taught according to ability in the development of the game play. That effort because if the student has not mastered the game but forced to play, then the consequences arising is insecurity. Disbelief that the students will be move, and the ultimate goal of teaching physical education will not be achieved. In the model the concept of Teaching Games for Understanding (TGfU) assume that the sport and the game will be fun, educational, and challenging and can improve the health and self-satisfaction. Materials are broken down into tactical issues not technical but does not remove the element of technique, so that students can solve problems that are designed in such a way and students can move to solve the problem. Teaching games for understanding is a learning model that focuses on developing students’ ability to play the game to improve performance in physical activities. TGfU involves four categories and sub-categories are invasion games, net games/wall, striking a target games and / fielding. Based on the four categories that can be described as follows:

a) Target game (game targets) are of games where a player will get a score when the ball is thrown or similar and both will hit the targets that have been determined,

b) Invasion games (game attack) is a team of games where the score obtained when the player is able to manipulate the ball in teams or the like to be entered into the opponent’s goal or particular stricken more than the opponent and is able to maintain the area for not conceded by the opponent.

c) Net game (game net) is a team or individual games or where the scores obtained when able to give a ball or something falling on the ground so as not to bias dikembalaikan opponent with the ball or the like skipping through the net with a certain height.
d) Striking / fielding games (at-catch game-run) is a way to get games or the team that scores by hitting the ball or the like to be placed on an empty area so as not to be caught by a player is able to keep that bat and ran toward a secure area around to re-theplaceofthe original.

METHOD
Research Design This research is descriptive. In general, non-descriptive research is a research hypothesis, so that the step does not require the research hypothesis but describe what they are on a variable, symptoms or circumstances. The variables in this study were students Prodi PJKR Knowledge FIK UNY class of 2011 against the target concept in TGfU games. This study was conducted in May and June 2012, while the location or place of study on campus UNY.

Population and sample
The population in this study were all students Prodi PJKR FIK UNY class of 2011, samples were taken by proportional random sampling. Samples were taken from five classes at PJKR Prodi UNY class of 2011 as many as 105 students of the details of each class of 21 students is taken. But at the time received 102 questionnaires returned, so the sample used in this study amounted to 102 students.

Instruments and data collection techniques
Data collection techniques in this study using a test of knowledge about the target concept in TGfU games. The tests used are the true test-foul. Data collected from the study corrected then calculated the amount of right or wrong. Furthermore, these results were statistically analyzed quantitative descriptive return to determine the amount or frequency and then percentage.

Data Analysis Techniques
The research data in the form of student test scores is Knowledge Prodi PJKR FIK UNY class of 2011 against the target concept TGfU games in the quantitative data. The data obtained were then analyzed and expressed in the form of a percentage, the percentage of the assessment categories, namely:
RESULTS

Knowledge Students Prodi PJKR 2011 UNY Concepts and Teaching Materials Against Target Games TGfU measured with a questionnaire which amounts to 25 of the questions. Once the data is tabulated, scored, and analyzed with the help of MS Exel software and SPSS 16.0, the value of the minimum = 12; maximum value = 21; average (mean) = 17.44; median = 17; mode at = 17; standard deviation = 1.85. Description of the results of these studies can be categorized as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Percentage</th>
<th>criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>81 % - 100 %</td>
<td>• Very good</td>
</tr>
<tr>
<td>2.</td>
<td>61 % - 80 %</td>
<td>• Good</td>
</tr>
<tr>
<td>3.</td>
<td>41 % - 60 %</td>
<td>• Not good</td>
</tr>
<tr>
<td>4.</td>
<td>&lt; 40 %</td>
<td>• Not very good</td>
</tr>
</tbody>
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<table>
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<th>Kategori</th>
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<td>Baik</td>
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</tr>
<tr>
<td><strong>Jumlah</strong></td>
<td></td>
<td><strong>102</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the above tables and figures known knowledge students Prodi PJKR FIK 2011 UNY Force on game concepts and targets TGfU teaching materials, most of which are in the good category by the number of 86 children, and then in the follow category is not well with the number of 11 children, and the very good category with the number 5 children. From these results the majority of students Prodi PJKR 84.3% UNY Force 2011 has a good level of knowledge.
1. Knowledge Factor

Knowledge of factors measured by questionnaire totaled 9 points of the question. Once the data is tabulated, scored, and analyzed with the help of MS Excel software and SPSS 16.0, the results obtained from the minimum value = 3; maximum value = 9; average (mean) = 6.22; median = 6; mode at = 6; standard deviation = 1.08. Description of the results of these studies can be categorized as follows:

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<td>Good</td>
<td>74</td>
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<td>18</td>
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<tr>
<td><strong>Jumlah</strong></td>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>100</strong></td>
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</tbody>
</table>

When displayed in the form of a diagram can be seen in the image below:
2. **Factor Concept**

The concept of factors measured by questionnaire items were 8 questions. Once the data is tabulated, scored, and analyzed with the help of MS Excel software and SPSS 16.0, the results obtained from the minimum value = 3; maximum value = 8; average (mean) = 5.49; median = 5; mode of = 5; standard deviation = 1.09. Description of the results of these studies can be categorized as follows:

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<tbody>
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<td>81 % - 100%</td>
<td>Very good</td>
<td>17</td>
<td>16.7</td>
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<tr>
<td>61 – 80 %</td>
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<td>68</td>
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<td>Not good</td>
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<tr>
<td>&lt; 40 %</td>
<td>Not very good</td>
<td>3</td>
<td>2.9</td>
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<tr>
<td></td>
<td></td>
<td><strong>102</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

When displayed in the form of a diagram can be seen in the image below:
From the table and figure above research results on factors known concept mostly located in either category by the number of 68 children, then follow the excellent category with 17 children, the categories are not good as much as 14 categories of children and does very well with the number of 3 children.

3. Factors Teaching Materials
Teaching material factors measured by questionnaire items were 8 questions. Once the data is tabulated, scored, and analyzed with the help of MS Excel software and SPSS 16.0, the results obtained from the minimum value = 3; maximum value = 8; average (mean) = 5.72; median = 6; mode of = 5; standard deviation = 1.14. Describe the results of these studies can be categorized as follows:

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<th>Absolute</th>
<th>%</th>
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<tbody>
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<td>81 % - 100%</td>
<td>Very good</td>
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<td>33.3</td>
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<tr>
<td>61 – 80 %</td>
<td>Good</td>
<td>54</td>
<td>52.9</td>
</tr>
<tr>
<td>41 – 60 %</td>
<td>Not good</td>
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<td>12.7</td>
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<tr>
<td>&lt; 40 %</td>
<td>Not very good</td>
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<td>1.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>102</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
When displayed in the form of a diagram can be seen in the image below:

![Bar Chart]

From the above tables and figures are known Teaching Materials, mostly located in both categories with a number of 54 children, then follow the excellent category with a number of 34 children, the categories are not good as much as 13 categories of children and does very well with the number 1 children.

**CONCLUSION**

Based on the results obtained knowledge students Prodi PJKR FIK UNY Force 2011 on the concept and the target game TGfU teaching materials, most of which are in the good category by the number of 86 children, and then in the follow category is not well with the number of 11 children, and the very good category with the number of 5 children. From these results the majority of students Prodi PJKR 84.3% FIK UNY Force in 2011 had a good level of knowledge.
REFERENCES


