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BOOSTING ELEMENTARY STUDENTS' MASTERY OF PASSING TECHNIQUES: THE ROLE OF TEAM GAMES TOURNAMENTS, COMMAND METHODS, AND LEARNING MOTIVATION

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Abstract. The problem of this research is the low passing skills of futsal players of Elementary Schools 7 Pekanbaru. This study aims to find out: 1) The difference in the influence of the Teams Games Tournament (TGT) learning method and the command method on the improvement of the mastery of futsal passing techniques of Elementary Schools 7 Pekanbaru students, 2) The interaction between the TGT method and the command method is reviewed from the aspect of learning motivation on the improvement of the mastery of futsal passing techniques of Elementary Schools Negeri 7 Pekanbaru students, 3) The difference in the influence of the TGT learning method and the command method on mastery of futsal passing techniques of Elementary Schools 7 Pekanbaru students who have high learning motivation, 4) The difference in the influence of the TGT learning method and the command method on the mastery of futsal passing techniques of Elementary School 7 Pekanbaru students who have low learning motivation. This type of research is an experiment using a 2 x 2 factorial design. The population in this study is 38 students in grade V of Elementary Schools 7 Pekanbaru. The sample of this study amounted to 20 people who were taken using the purposive sampling technique, then ordinal pairing was carried out to divide the two groups. The instrument to measure learning motivation uses a questionnaire of the Likert skala, while passing uses the Vernon A Crew metode futsal passing test. The data analysis technique used is ANOVA two way. The results of the study were found: (1) There was a significant difference in the influence between the TGT method and the command method on the mastery of futsal passing for elementary school students. TGT method group is higher (good) compared to the command method learning group, 2) There is an interaction between the TGT learning method and the command learning method reviewed from the aspect of learning motivation (high and low) towards the improvement of futsal passing mastery of Elementary Schools 7 Pekanbaru students, with a value of F 5.333 and a significance value of $p 0.035 < 0.05$, 3) The difference in the influence of the TGT learning method and the command method on the mastery of futsal passing techniques of Elementary Schools 7 Pekanbaru students who have high learning motivation, 4) There is a difference in the influence of the TGT learning method and the command method on the mastery of futsal passing techniques of Elementary Schools 7 Pekanbaru students who have low learning motivation. Students who had high learning motivation were higher (good) compared to children who had low learning motivation, with an average posttest difference of 0.60.

Keywords: Teams Games Tournament (TGT), Command, Learning Motivation, Futsal Passing

I. INTRODUCTION

Physical education (PE) are an integral part of the education system that aims to develop motor skills, physical abilities, knowledge, and positive attitudes towards physical activity throughout life (Adrizal et al., 2024; Hambali et al.,

2024; Umar et al., 2023). Physical education is understood as an educational process that utilizes physical activity to produce holistic changes in individual quality, both in terms of physical, mental, and emotional (Andica et al., 2024; R. F. Illahi et al., 2024; Ismail et al., 2024). Education is a lifelong human development process, has a very important role, namely providing opportunities for students to be directly

involved in various learning experiences, one of which is the Physical Education learning process held in schools (Arfi et al., 2024; Khani et al., 2024; Ockta et al., 2024).

Futsal is becoming a sport that is increasingly popular among elementary school students. Futsal not only teaches technical skills, but also emphasizes the importance of teamwork, strategy, and speed of thinking in dynamic game situations. Futsal is a team game consisting of 5 versus 5, and the productivity of each goal in the match is very fast so that sports are good for elementary school students to do. Winning or losing in a futsal match is seen from the level of good or bad players and the strategy process in the match (Fitrian et al., 2023; Vilar et al., 2013). Learning futsal among elementary school students is a challenge for PE teachers, this is because the techniques in futsal emphasize a high level of skill and physical condition,

In essence, futsal has similarities with football, one of which is to seize the ball from the opponent's control and score as many balls as possible, and maintain the defense so that no goals are conceded and the winner is determined from the total goals scored (Pambudi Rilo et al., 2021). In futsal, there are several skills that students must achieve, one of which is passing skills. Passing is the most commonly used basic technique in futsal and has its own difficulties for students, because students with different backgrounds certainly have different motor skills, therefore it is expected that in delivering material, a teacher must be creative so that students do not get bored and are interested in trying and doing passing (Damayanti & Adriani, 2021).

Futsal is one of the lessons given at Elementary School 7 Pekanbaru which has become part of the physical education curriculum. However, mastering basic techniques such as passing is still a challenge for many students at Elementary School 7 Pekanbaru. Passing is one of the basic skills in futsal that requires coordination, accuracy, and speed. Good passing technique is very important for the smoothness of the game and the effectiveness of attacks in futsal (Syahrial et al., 2020). Therefore, an effective learning method is needed to improve students' mastery of passing techniques. One method that has been widely researched and applied in sports learning is the Teams Games Tournament (TGT) method.

TGT method is part of cooperative learning that emphasizes cooperation between students in groups (Insani et al., 2024; Qohhar & Pazriansyah, 2019). The TGT method has been developed since the 1970s as an educational mode for cooperative learning, in team or group game sports TGT, this method allows students to learn in different groups sorted by gender and learning achievement (Artha et al., 2020; Wildani & Gazali, 2020). In the TGT method, students are divided into small teams and compete in tournaments. Each team member contributes to their team's score through active and collaborative participation in the game. This is in accordance with the results of research from (Sururi & B S, 2022) which states that the cooperative learning method of the TGT type has a significant effect on soccer shooting learning outcomes. The TGT method is believed to be able to increase student motivation because of the elements of competition and fun cooperation.

In addition to TGT the command method is also often used in sports learning. The command method is a more structured and directed method, where the teacher or coach provides clear and detailed instructions regarding the techniques that must be mastered. The command method is characterized by the presence of a learning preparation stage where the teacher plays an active role, then at the practice and conclusion stages, students play an active role (Rubiyatno et al., 2023; Yunita & Trisiantari, 2019). The purpose of this explanation is that the command method is a learning method where the teacher has an active role in the preparation stage, including providing direction and instructions to students. After the preparation is complete, students then take an active role in the practice and conclusion stages. In other words, at first the teacher dominates the learning activities to provide guidance, but as the practice progresses and conclusions are drawn, students play a greater role. This method is suitable for introducing new skills and ensuring that students understand basic techniques correctly before moving on to more complex game situations.

Motivation is a key factor in the process of learning passing techniques in futsal. Student motivation can be influenced by various factors, including the learning methods used, the training environment, and support from teachers or coaches (Oktadinata et al., 2024; Pitnawati et al., 2023; Rambe et al., 2024). Students who have high motivation tend to be more enthusiastic in practicing and master the skills taught faster. Motivation is closely related to efforts to improve achievement, without motivation within oneself, it will be difficult for a person to achieve goals or targets (Al Zaki et al., 2023; Ferdian et al., 2023; Nusri et al., 2024). Motivation is a basic psychological need that supports student success in physical education learning (R. R. Illahi et al., 2023). A person who is motivated by something is likely to feel a higher desire to carry out the activities they do compared to people who have low motivation. The problems faced by students of Elementary School 7 Pekanbaru are inversely proportional to the school's strong commitment to improving the quality of physical education and sports for students. Basically, passing techniques in futsal involve a series of movements that must be carried out with good coordination between the eyes, feet, and body as a whole (Syahrial et al., 2020). Accuracy and strength in passing greatly affect the flow of the game and the effectiveness of the team's attacks. Therefore, mastering passing techniques is the main focus in futsal training in elementary schools.

TGT method offers an interesting approach to teaching passing techniques. Using this method, students learn in small groups and participate in mini tournaments. Students not only learn from the teacher or coach, but also from their peers. This can create a dynamic and fun learning environment, which in turn can increase student motivation and participation. The competitive element in the TGT method can also encourage students to work harder in mastering the passing techniques taught.

On the other hand, the command method provides a tighter structure and guidance in the learning process. Through this method, teachers or coaches can provide direct and specific

feedback to each student. Clear instructions and demonstrations of correct techniques help students understand exactly what they should do and how to do it. This method is very useful in the early stages of introducing passing techniques that are considered new to elementary school students, where these basic mistakes can be easily minimized. In this study, the use of TGT and Command methods is related to student motivation. Motivation plays an important role in determining how effectively the learning method can be implemented to students of Elementary School 7 Pekanbaru. Students who have intrinsic motivation, namely motivation that comes from within themselves, tend to be more enthusiastic and diligent in practicing, so they feel satisfied and proud of their own achievements. On the other hand, extrinsic motivation, such as appreciation from teachers or parents, can also provide additional encouragement for students to practice harder. The combination of the right learning method and high motivation to practice is expected to produce optimal mastery of passing techniques in students of Elementary School 7 Pekanbaru.

This study is expected to provide new insights into how learning methods and training motivation can be integrated to improve the quality of physical education, especially in teaching futsal in elementary schools. The findings of this study can also be the basis for the development of more effective and enjoyable training programs, which not only improve students' technical skills, but also foster students' interest and love for sports. Overall, efforts to improve the mastery of futsal passing techniques in Elementary School 7 Pekanbaru through the TGT and command methods and by paying attention to students' learning motivation are important steps in improving the quality of physical education. With the right approach, it is hoped that students will not only become more skilled in playing futsal, but also develop a positive attitude towards physical activity and sports throughout life.

II. METHODS

This type of research is an experiment using a 2 x 2 factorial design. This method is a test (validation) method, namely testing the influence of one or more variables on other variables. This experimental research uses two groups that receive different treatments, namely the provision of the TGT learning method and the command method on elementary school students' futsal passing techniques.

This research was conducted in March in the field of Elementary School 7 Pekanbaru. The population in this study was 38 students. The sampling technique was carried out using purposive sampling technique. The subjects of this study were students of Elementary School 7 Pekanbaru. This test was used to determine the learning motivation of the child. After the data on the child's learning motivation was collected, an analysis was then carried out to identify groups of students with high and low motivation using the overall test score of the child's learning motivation by ranking. Based on this ranking, 27% of the upper group and 27% of the lower group were determined from the test results. Thus, the sample grouping was taken from students who had high learning

motivation as much as 27% and students who had low motivation as much as 27% of the data that had been ranked (Sugiyono, 2018).

The procedure carried out in this study begins with (1) Initial product development: which consists of several stages, namely, a) Determining the purpose of the test. To measure the ability to pass and stop the ball from the front. 2) Equipment/facilities Futsal Ball, Futsal Shoes, Backboard, Tape Meter. 3) Test implementation -The tester stands behind the boundary line facing the backboard which is 6 meters from the boundary line. -After the whistle signal, the ball is kicked towards the backboard by alternating the direction of the ball being kicked (passing) and after being stopped first (stopping) -The tester is given 30 seconds and 2 chances (test & retest) The test is declared failed if: 1. The ball is kicked in front of the line 2. The ball is kicked before being stopped first 3) Scoring The results of each chance are added up and divided by two. The data analysis technique used in this study using SPSS 22 is by using two-way ANOVA at a significance level of 0.05. Furthermore, to compare pairs of treatment averages, the Tukey test is used. Before arriving at the use of two-way ANOVA, prerequisite tests need to be carried out, including: (1) normality test and (2) variance homogeneity test and hypothesis test. Data collection techniques are carried out using tests.

III. RESULTS AND DISCUSSION

a. Normality Test

The data normality test in this study used the Shapiro-Wilk method. The results of the data normality test carried out on each analysis group were carried out using the SPSS version 24.0 for Windows software program with a significance level of 5% or 0.05. The summary is presented in Table 3 as follows.

TABEL I
 Normality Test Results

Group	P	Sig.	Information
Pretest A1B1	0.814		
Posttest A1B1	0.421		
Pretest A2B1	0.814		
Posttest A2B1	0.967	0,05	Normal
Pretest A1B2	0.421		
Posttest A1B2	0.086		
Pretest A2B2	0.314		
Posttest A2B2	0.314		

Based on the statistical analysis of the normality test that has been carried out using the Shapiro-Wilk test, on all pretest and posttest data, the mastery of elementary school students' futsal passing techniques was obtained from the results of the data normality test with a significance value of $p > 0.05$, which means that the data is normally distributed.

b. Homogeneity Test

TABEL II

Summary of Homogeneity Test Results

F	df1	df2	sig.
0.727	3	16	0.148

Based on the statistical analysis of the homogeneity test that has been carried out using the Levene Test. The calculation results obtained a significance value of $0.148 \geq 0.05$. This means that the data group has homogeneous variants. Thus, the population has the same variant or homogeneity

c. Hypothesis Test Results

The research hypothesis testing was conducted based on the results of data analysis and interpretation of two-way ANOVA analysis. The sequence of hypothesis testing results adjusted to the hypothesis formulated in chapter II, as follows.

TABEL III

Post Hoc Test Summary

Group	Interaction	Mean Difference	Std. Error	Sig.
A1B1	A1B2	5.6000*	1.4499	0.002
	A2B1	5.2000*	0.38784	0.005
	A2B2	0.2	0.38784	0.955
A1B2	A1B1	-5.6000*	1.4499	0.002
	A2B1	0.2	0.38784	0.955
	A2B2	0.6	0.38784	0.421
A2B1	A1B1	-5.2000*	0.38784	0.005
	A1B2	-0.2	0.38784	0.955
	A1B2	0.4	0.38784	0.732
A2B2	A1B1	0.2	0.38784	0.955
	A1B2	-0.6	0.38784	0.421
	A2B1	-0.4	0.38784	0.732

The results of the Tukey test calculations with the asterisk (*) indicate that the pairs that have interactions or pairs that are significantly different are: (1) A1B2-A2B1, (2) A1B1, (3) A1B1, while the other pairs stated to have no difference in influence are: (1) A2B2 (2) A2B1 – A2B2. (3) A1B2-A1B2. (4). A1B1-A1B2-A2B2.

The results of this study show that the TGT method is more effective in improving students' futsal passing skills compared to the Command method. TGT's success in improving passing techniques can be attributed to the elements of competition and teamwork that make the learning process more interesting and enjoyable. This is in line with previous research that revealed that cooperative methods, such as TGT, can increase students' motivation and engagement in sports, which in turn has a positive impact on their technical skills. Students who engage in team games and mini-tournaments tend to be more active and enthusiastic in practice, as they learn from their

peers and face challenges that motivate them to improve their skills consistently.

Physical education plays a very important role in the education system because it provides holistic benefits that go beyond just improving physical skills (Amin et al., 2023; Hambali et al., 2024; Haris et al., 2024; Iqbal et al., 2024). Physical education helps develop basic motor skills and body coordination that are crucial for children's physical development (Andica et al., 2024; Ismail et al., 2024; Sasmita et al., 2023). Through a variety of physical activities, students learn to control their body movements, increasing strength, flexibility, and endurance. This is not only important for the overall health of the body but also for supporting their academic and cognitive achievements. Research shows that engaging in regular physical activity can improve students' concentration, memory, and learning ability (Arfi et al., 2024; Safitri et al., 2024).

However, this study also has some limitations. First, the sample used included only students from a single school, so the results may not be fully representative to the broader population. In addition, although TGT showed positive results, the study did not explore other factors that might influence the results, such as individual differences in early abilities or the influence of external factors such as parental support. For further research, it is recommended to expand the sample to several different schools or regions to obtain a more comprehensive picture. In addition, researchers may consider investigating additional factors that may affect student motivation and learning outcomes, such as the role of social support or variations in teaching styles. Further research could also explore the long-term impact of these two methods on the development of students' futsal skills and their attitudes towards the sport.

IV. CONCLUSIONS

Based on the results of the research and the results of the data analysis that have been carried out, the following conclusions were obtained. 1. There is a significant influence between the TGT method and the command method on improving the mastery of futsal passing of elementary school students. TGT method group is higher (better) compared to the command method learning group on improving the mastery of futsal passing of elementary school students. 2. There is a significant interaction between the TGT method and the command learning method and learning motivation on the mastery of futsal passing of elementary school students 7 Pekanbaru. The results of the study indicate that the TGT method is a more effective method used for students who have high learning motivation. 3. There is a difference in the influence of the TGT learning method and the command method on the mastery of futsal passing techniques of elementary school students 7 Pekanbaru who have high learning motivation. Students who have high learning motivation are higher (better) compared to students who have low learning motivation. Students who have high learning motivation are more suitable to be given the TGT learning

method. 4. There is a difference in the influence of the TGT method and the command method on the mastery of futsal passing techniques of students at Elementary School 7 Pekanbaru who have low learning motivation. Students who have low learning motivation are also more suitable to be given the Command learning method.

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