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Improving the Professionalism of PJO SLB Teachers through Training on the Application of the Teaching Games for Understanding Model

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Abstract

Specialised training for Physical Education (PE) and Sports teachers in special schools is essential to enhance the effectiveness of adaptive learning. This community service programme aims to help teachers improve their skills, enabling them to deliver physical education that meets the needs of students with disabilities. The initiative partners with the Teacher Working Group (KKG) of SLB Physical Education, Sports, and Health Surakarta. The program targets PJO teachers who work with students with disabilities, focusing primarily on developing Teaching Games for Understanding (TGFU)-based learning. The event was held on Saturday, 18 May 2024, at SLB Negeri Surakarta and involved 16 participants. The method used was Community-Based Research (CBR), which included socialization, intensive training, and evaluation stages. Results showed a 12% increase in teacher professionalism in TGFU-based learning, as evidenced by pre- and post-activity questionnaire responses. The participants' high enthusiasm further indicates the program's success. This initiative successfully enhanced the professionalism of PJO teachers at SLB using the TGFU learning model and is recommended for continued implementation to further develop teacher competence and improve the quality of adaptive physical education for students with special needs.

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INTRODUCTION

The Teacher Working Group or *Kelompok Kerja Guru* (KKG) of Special Education Schools or *Sekolah Luar Biasa* (SLB) in Physical Education, Sports, and Health in Surakarta faces challenges in the teaching process of Physical Education and Sports or *Pendidikan Jasmani dan Olahraga* (PJO) for students with intellectual disabilities. This is due to their lack of knowledge and understanding of the characteristics of students with intellectual disabilities, as well as the absence of a guidebook or curriculum for teaching PJO to these students, particularly in the area of locomotor movements. These limitations hinder PJO teachers from designing and adjusting lessons to meet the needs and characteristics of students with special needs, especially students with intellectual

disabilities. Therefore, the KKG SLB Surakarta, as a partner in this community service, requires a guide or framework for teaching PJO, particularly in the area of locomotor movements for students with intellectual disabilities. Based on this need, the community service team organized training on innovative learning based on the Teaching Games for Understanding (TGFU) model for PJO teachers at SLBs. With this training, it is hoped that PJO teachers at SLBs can design and develop games that align with the principles of the TGFU learning model.

Physical education is a learning process that uses physical activity to develop an individual's physical, mental, and emotional aspects. This approach emphasizes the importance of integrating physical and mental aspects in learning. This applies to all individuals, including students with special needs. Students with special needs face disruptions or barriers in intellectual, social, emotional, or motor development and, as such, require educational services tailored to their needs. Students with special needs have the same right to receive an education for a decent life (Amka & Mirnawati, 2022). However, they often face many obstacles that make it difficult, or even impossible, for them to participate in physical education fully (Anisa & Ramadhan, 2021). Implementing physical education designed and adapted to the specific needs and characteristics of the students is referred to as adaptive physical education. Adaptive physical education aims to identify and address issues in the psychomotor field (Haris et al., 2021). Like general physical education, adaptive physical education aims to develop the student's potential in a comprehensive manner (Maher & Fitzgerald, 2020). For PJO teachers, adaptive physical education is one effort to simplify physical education, making it more suitable for meeting the movement needs and optimizing the potential of students with special needs.

The professionalism of physical education and sports teachers in special education schools is a key factor in improving the quality of education for students with special needs. PJO teachers in SLBs face unique challenges that require specialized skills and knowledge to design and implement effective teaching strategies (Risdiyanto & Suherman, 2023). One innovative approach that can be applied is the TGFU model.

TGFU is a teaching model focused on developing an understanding of games and tactics through activity-based learning. Introduced by Bunker and Thorpe in 1982, TGFU is an instructional model that provides an alternative approach to teaching games effectively. This model encourages students to learn games by understanding the philosophy, playing methods, rules, and tactics while developing their skills (Papagiannopoulos et al., 2023). The learning activities, which are based on games, focus more on tactical principles and concepts that are universal and general (Barba-Martín et al., 2020). It strongly emphasizes the fundamentals of games and enhances the ability to identify tactical problems during games and respond appropriately through the TGFU model (Stephen et al., 2020). This model helps students develop critical thinking, decision-making, and collaboration skills, which are highly relevant in physical education. Implementing TGFU in SLBs improves students' motor skills and allows them to learn in a more interactive, enjoyable, and life-relevant way. Additionally, applying the TGFU learning model has been shown to increase motivation, self-perceived ability, and participation intentions among students (Gaspar et al., 2021). Surakarta, which is known as one of Indonesia's educational hubs, has several SLBs striving to improve teacher professionalism. However, due to the lack of training or workshops received by PJO teachers, adaptive physical education is not effectively implemented in the field (Jariono et al., 2022). Previous research has revealed that the effective use of the TGFU model can improve students' motor skills. A study by Batez et al., (2021) shows that TGFU effectively improves playing skills. However, PJO teachers in SLBs still lack adequate

understanding and skills when implementing or applying the TGFU-based learning model. One way for PJO teachers in SLBs to implement effective, efficient, and needs-based teaching is by participating in good professional training (CONSTANTIN, 2021). Therefore, training focused on applying the TGFU model is essential to enhance the competence and professionalism of PJO teachers in SLBs in Surakarta.

This community service program aims to evaluate the effectiveness of training in applying the TGFU-based learning model to improve the professionalism of PJO teachers at SLBs in Surakarta. Based on initial surveys, many PJO teachers at SLBs in Surakarta face limitations in understanding and implementing teaching models suited to the characteristics of students with intellectual disabilities. The lack of specialized training, inadequate teaching materials, and the absence of standardized guides for implementing adaptive learning models are major obstacles to implementing physical education in SLBs. Therefore, this training is designed to equip PJO teachers with the innovative TGFU-based approach, which is more flexible and interactive in teaching basic movement skills to students with intellectual disabilities.

Through the analysis of training results, this program is expected to provide new insights and practical recommendations for educators and policymakers to improve the quality of physical education in SLBs. The results of this program are also expected to serve as a guide for the development of similar training programs in other regions of Indonesia, especially for SLBs that face similar challenges in implementing adaptive physical education.

METHODS

This Community Service Program uses the Community-Based Research (CBR) method with a teaching practice mentoring approach, specifically for locomotor movement material for students with intellectual disabilities. The stages of this method include socialization (delivery of materials), training, and mentoring. This method is considered most effective for improving understanding and facilitating implementation (Ekawati et al., 2021);(Siswanto et al., 2021);(Sondakh et al., 2021). Below is Figure 1 showing the stages of the community service activity.

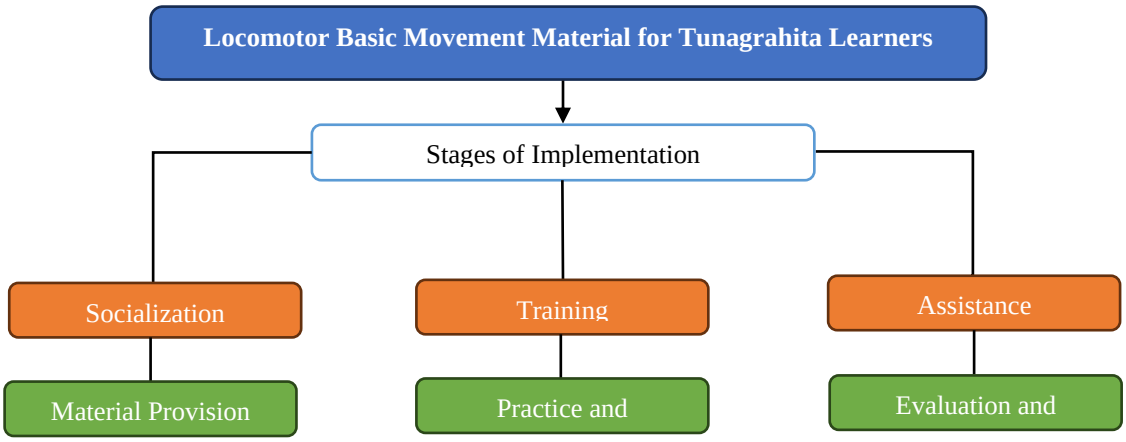

Figure 1 Community service stages diagram

This Community Service Program (PkM) involves training for PJO teachers at special education schools in Surakarta on applying the TGFU learning model for students with intellectual disabilities. The PkM activity was held on Saturday, May 18, 2024, at SLB Negeri Surakarta. The event was attended by 16 participants, representatives of physical

education teachers from Surakarta and Sukoharjo. The community service activity took place from 09:00 to 12:30 WIB. The details of each stage are as follows:

Stage I (Socialization): In this stage, the main focus was on improving the understanding of the PJO Teacher Community at SLB Surakarta regarding basic locomotor movements, the Colorful Balls Run game, and TGFU. The socialization was done by showing a video lesson created during a previous community service activity. The video contained relevant materials and concrete examples of how to teach basic locomotor movements to students with intellectual disabilities. Interactive discussions were also conducted to ensure that each PJO teacher understood the material well and was ready to implement it in their classrooms.

Stage II (Training): In this stage, PJO teachers were provided with intensive training that included the creation of a teaching guidebook on locomotor movements suited to the characteristics of students with intellectual disabilities. This training also covered the development of a learning model based on TGFU. The PJO teachers were taught how to design and develop interactive and engaging learning models so that students with intellectual disabilities could more easily understand and master basic locomotor movements. The result of this training was a comprehensive and practical teaching guidebook that PJO teachers can use in their daily lessons.

Stage III (Evaluation): This involves the application and evaluation process. PJO teachers were allowed to implement the learning model they had developed during the training. The service team observed the teaching process to assess the effectiveness of the teaching methods. The observation included evaluating the teachers' ability to deliver the material, the students' responses and participation, and the suitability of the methods to meet the special needs of students with intellectual disabilities. The evaluation results were then used to provide feedback and make improvements or adjustments to the methods applied. This way, the learning process can continuously be improved and adapted to meet real needs in the field.

With this comprehensive approach, it is hoped that PJO teachers in SLBs in Surakarta will be more prepared and confident in teaching basic locomotor movements to students with intellectual disabilities, thus improving the quality of education for students with special needs.

RESULTS AND DISCUSSION

The community service activity began with a questionnaire completed by the participants to measure their understanding of the TGFU learning model for students with intellectual disabilities. After that, expert speakers presented their materials. The expert speakers for this training session were Nur Azizah, S.Pd., M.Ed., Ph.D., an expert in handling students with intellectual disabilities from the Special Education Program at UNY, and Drs. Budhi Satyawan, M.Pd., a practitioner with extensive experience in the TGFU learning model from the Physical Education, Health, and Recreation Program at UNS. In the first session, the expert speaker discussed adaptive physical education, generally and specifically for students with intellectual disabilities (see Figure 1).

The first speaker, Mrs. Nur Azizah, presented material on students with intellectual disabilities. She explained that these students are often referred to by terms such as: mental disability, debil, imbecile, idiot, mental retardation, backwardness, weak brain/mind/memory, intellectual disability, and intellectual impairments. According to the definition, intellectual disabilities refer to developmental conditions that affect two areas: cognitive functioning (such as learning, problem-solving, and judgment) and adaptive functioning (daily life skills, such as communication skills and social participation).

Moreover, intellectual and adaptive deficits begin early in development, generally before the age of 18 for diagnosis, though some may start before the age of 22.

Figure 2 Presentation on students with intellectual disabilities

She also explained cognitive functions, noting that students with intellectual disabilities often experience limitations in their thinking, learning, and problem-solving abilities. IQ tests are used to measure their intellectual capabilities, helping to identify cognitive strengths and weaknesses and design appropriate educational interventions. With a better understanding of cognitive function through IQ tests, interventions and support can be tailored to help students reach their maximum potential in various aspects of life. The IQ ranges explained by Mrs. Nur Azizah are: IQ 70-55 (mild), IQ 55-40 (moderate), IQ 40-25 (severe), and IQ 25-0 (profound).

Next, adaptive functions were discussed. Adaptive functions for students with intellectual disabilities encompass the ability to face and adapt to daily demands in three main domains: conceptual, social, and practical (Hapčová et al., 2022). In the conceptual domain, students may have difficulty understanding and using language, reading, writing, and math skills. In the social domain, they may struggle with interacting with others, understanding social cues, and forming relationships. In the practical domain, students with intellectual disabilities may need assistance with managing daily tasks such as self-care, household chores, and other everyday activities. With the right support, they can develop better adaptive skills to improve their quality of life. Budhi Satyawan's explanation of basic locomotor movements is shown in Figure 3.

Figure 3 Explanation of basic locomotor movements by Budhi Satyawan

The second speaker, Mr. Budhi Satyawan, explained basic locomotor movements, which are fundamental movements that are crucial in physical education related to the body's ability to change locations. Movement is a key element in human life that supports survival and serves as an important need from birth to adulthood. For young learners, movement holds various meanings such as life, freedom, fun, and communication. Locomotor movement involves the shifting of location and includes basic skills such as

walking, running, and jumping. Walking is a natural movement mastered from childhood, running involves movement with higher speed, while jumping is a movement that lifts the body from one position to another at a higher elevation or greater distance. Types of locomotor movements include walking, running, jumping, crawling, and hopping. Each of these movements involves coordination of various body parts and has significant benefits for developing motor skills in students, including improvements in endurance, muscle strength, balance, speed, agility, and overall health. Students can develop gross motor skills, achieve happiness, and improve their fitness and health through proper locomotor movement exercises. These exercises also help students understand and perform movements correctly, which is important for their physical and mental development.

The "Colorful Balls Run" game, designed for students with intellectual disabilities, involves physical activities such as running and jumping, using colorful balls that need to be collected according to instructions from the instructor. This game aims to enhance students' reaction movements, make them more responsive to instructions, and help them become more physically active. This game also teaches values such as honesty, self-confidence, and a healthy competitive spirit. In addition to the "Colorful Balls Run," this module also discusses the TGFU approach. TGFU is a method that emphasizes understanding tactics in sports, rather than just techniques. This approach focuses on the development of tactical skills that can enhance the use of technical skills, and helps students understand the basic concepts of playing through various game variations. TGFU promotes an inclusive and fair learning environment for all students and can increase engagement and social interaction in physical education learning (Gil-Arias et al., 2021). The TGFU approach involves several steps, from understanding the form and rules of the game to increasing tactical awareness to practicing strategies in real game situations. The goal of learning through the TGFU method is to make students more active, creative, and capable of making quick decisions during the game. Thus, TGFU not only develops students' physical skills but also their cognitive and emotional aspects.

In the final session, participants were asked to fill out a questionnaire again to assess their understanding of the material presented and provide feedback for planning future Research Group activities. The results showed that teachers better understood the TGFU model for students with intellectual disabilities. Moreover, they provided input suggesting that this activity should be held at least once every semester. They still require more detailed guidance and explanations about various techniques and learning models for students with intellectual and other disabilities, considering the diversity of teaching models and types of disabilities. Therefore, PJO teachers in inclusive classrooms need to have broad insights and high creativity to manage the classroom effectively by applying the appropriate concepts (Widiyanto & Putra, 2021).

The results of this activity were shared along with the points that the Research Group team aimed to achieve. The first point was to provide teachers with an understanding of learning models for students with intellectual disabilities. Based on the initial survey before the material was delivered, the average knowledge level of SLB PJO teachers regarding learning models for students with intellectual disabilities was scored at 6.75 on a scale of 1 to 10. Next, the understanding of basic movement learning for students with intellectual disabilities scored 6.75. Understanding of locomotor learning for students with intellectual disabilities scored 7, while knowledge of the TGFU learning model for students with intellectual disabilities was 6.5. The training in this program aimed to improve teachers' understanding of the TGFU learning model for students with intellectual disabilities, so that after the training, they could implement it in their schools. The results from the post-training questionnaire indicate an improvement in the

participants' understanding of the TGFU learning model. This improvement is reflected in the teachers' answers, showing an average increase of around 12% in their understanding. The engaging and applicable presentation of the material by the expert speakers helped participants better understand the material presented. The following is the improvement in understanding presented in Table 1.

Table 1 Average score improvement

No	Question	Initial Score	Final Score	Average Percentage Increase
1	On a scale of 1-10, how well do you understand the teaching model for students with intellectual disabilities?	6.75	7.500	11%
2	On a scale of 1-10, how well do you understand basic movement learning for students with intellectual disabilities?	6.75	7.625	13%
3	On a scale of 1-10, how well do you understand locomotor learning for students with intellectual disabilities?	7.00	7.625	9%
4	On a scale of 1-10, how well do you understand the TGFU learning model for students with intellectual disabilities?	6.50	7.5625	16%

Table 1 represents the average improvement in the knowledge of PJO teachers based on the results from questions 1 to 4, presented in both numbers and percentages. Of the four questions, the lowest improvement was observed in locomotor learning for students with intellectual disabilities (9%). This improvement is evidence that the professionalism of PJO teachers in SLB increased after implementing the TGFU learning model. Specialized training is one of the strategies to enhance the professionalism of PJO teachers in addressing challenges faced when teaching adaptive physical education (Putri et al., 2024). A group photo of the community service team and participants is shown in Figure 4.

Figure 4 Group photo

In addition to the improved understanding of teachers, the event's success was reflected in the participants' responses, which showed enthusiasm throughout the activity. Their active participation in every session demonstrated that the material presented was relevant and engaging for them. Most participants contributed ideas regarding the TGFU learning model. Participants were also allowed to share their experiences teaching students with intellectual disabilities and receive expert feedback to enhance their

understanding and teaching practices based on the methods used. Those with experience in teaching intellectual disability classes showed high enthusiasm in discussions. The participants received feedback from the experts regarding their implemented learning processes. Meanwhile, for those who had never taught in intellectual disability classes, their enthusiasm was reflected in the creative ideas they proposed for the TGFU learning model. Furthermore, the professionalism of PJO teachers in SLB is also influenced by the training, guidance, and support received from various activities (Novianti et al., 2024).

CONCLUSION

This community service program was designed to enhance the professionalism of physical education and sports teachers at SLB Surakarta and Sukoharjo through mentoring in applying the TGFU approach for students with intellectual disabilities. After the activity, the PJO teachers demonstrated an increased understanding of managing PJO classes for students with intellectual disabilities at SLB. They became more familiar with TGFU-based learning, particularly in creating games incorporating the learning concept. This indicates an improvement in the professionalism of PJO teachers at SLB. The teachers in SLB showed great enthusiasm in learning the material, especially since most of them have a Physical Education and Health background. However, one limitation of this activity was that the material presented by the community service team only focused on students with intellectual disabilities and did not cover all types of disabilities. As a result, PJO teachers in SLB still require additional guidance on Adaptive Physical Education, as the relevant departments rarely organize similar activities. Guidance from competent parties, such as the Faculty of Sports Sciences, is still necessary to improve the professional competencies of PJO teachers in SLB, as most of them are special education teachers without a Physical Education and Health background. Therefore, cooperation between UNS and partner institutions will continue to be pursued to organize aligned events in the future, ensuring the continuous improvement of PJO teacher competencies.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest.

AUTHOR CONTRIBUTION STATEMENT

Conceptualization: TWR and FFE; methodology: FFE, I, and BS; formal analysis: DWK and BW; writing—initial draft preparation: TWR and KJD; editing: KJD and TWR.

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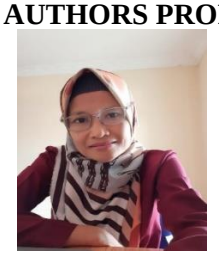

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