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Original Article Research

Implementation Teaching at the Right Level Approach to Football Learning in Junior High School

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Abstract

The disparity in student abilities presents a significant challenge in football education at junior high schools, resulting in unequal outcomes and low mastery of technical, cognitive, and Affective. This study addresses the need for tailored teaching approaches by implementing the Teaching at the Right Level (TaRL) method, which groups students based on skill levels to provide inclusive and effective learning. The research aimed to evaluate TaRL's effectiveness in enhancing psychomotor, cognitive, and affective abilities and increasing the number of students meeting the cut score. The participants were 34 eighth-grade students from SMP Negeri 19 Bandung. A Classroom Action Research (CAR) design was applied, consisting of two cycles: planning, action, observation, and reflection. The intervention included skill-specific learning tailored to different ability levels. Data collection used skill-based tests (dribbling, passing, shooting, juggling), written cognitive assessments (rules and tactics), and behavioral observations (teamwork, motivation, discipline). Data were analyzed descriptively to measure progress between cycles. Results showed a significant improvement, with the percentage of students meeting KKM increasing from 0% to 88%. The study concludes that TaRL effectively bridges skill gaps, improves learning outcomes, and motivates students. Future research should explore its scalability in other sports and its integration with technology to enhance engagement and accessibility. The study concludes that TaRL effectively bridges skill gaps, improves learning outcomes, and motivates students. Future research should explore its scalability in other sports and its integration with technology to enhance engagement and accessibility.

Keywords: Teaching at the Right Level; Football Learning; Psychomotor Skills; Classroom Action Research; Inclusive Education

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1. INTRODUCTION

Physical Education, Sports, and Health (PJOK) serves a vital role in enhancing students' physical, and social abilities. Football, as one of the sports taught in Physical education, presents a significant level of complexity. It requires students to master technical skills, comprehend tactical aspects, and engage in social interactions with fellow players (Hodges & Mark Williams, 2020). However, in school-based learning practices, the diversity of students' abilities poses a unique challenge. Students with more experience in playing football tend to dominate, while those who are new to the sport often feel left behind and lack motivation (Beni et al., 2017). Research indicates that in developing countries, such as Indonesia, one of the most fundamental educational challenges is the inequality in learning outcomes, often caused by teaching approaches that do not align with students' needs (Evans & Popova, 2016). the importance of flexibility in teaching approaches (Fernando M. Reimer & Andreas Schleicher, 2020). Therefore, it is crucial to adopt approaches based on regular assessments and adjustments in teaching levels to improve learning outcomes.

To fix this challenge, the Teaching at the Right Level (TaRL) approach has been introduced. Developed by Pratham in India, this approach aims to group students based on their actual skill levels. (Banerjee Rukmini Banerji James Berry Esther Duflo Harini Kannan Shobhini Mukherji Marc Shotland Michael Walton et al., 2016). This approach has proven effective in improving fundamental skills, such as reading and arithmetic, across various educational levels in developing countries (Banerji & Chavan, 2020). The importance of a variety of learning models and approaches in improving learning outcomes of sports skills (Endrawan, 2024). Besides that, the Merdeka Curriculum introduced by the Ministry of Education, Culture, Research, and Technology in 2022 provides flexibility for teachers to adjust teaching methods according to the needs and skill levels of students. This greatly supports the implementation of approaches such as TaRL in football instruction, where students can be taught according to their individual skill levels, making the learning process more effective and inclusive (Kemendikbudristek, 2022).

The implementation of the TaRL approach in basketball instruction at the secondary school level can enhance students' learning outcomes, particularly in cognitive, affective, and psychomotor aspects (Rahman, 2023). These results indicate that ability-based grouping approaches, such as TaRL, are not only relevant for academic subjects but can also be applied in sports contexts to achieve optimal learning outcomes. In the context of football instruction, the TaRL approach can be adapted to ensure that each student receives teaching aligned with their physical skill level, covering both technical and tactical aspects. Further research emphasizes that the implementation of differentiated learning can help optimize students' interests and talents in Physical Education, Sports, and Health (PJOK) instruction (Adisjam & Saparia, 2023). The study shows that the differentiation approach, which also focuses on adjusting teaching methods based on individual students' needs, yields significant results in enhancing students' motivation and skills in sports. This aligns with the TaRL principle of grouping students according to their skill levels to ensure they receive learning tailored to their specific needs. They found that the implementation of varied learning methods was highly effective in improving students' technical skills, including muscle strength and movement coordination. This aligns with the TaRL principle, which focuses on adjusting teaching based on individual students' abilities, allowing them to achieve optimal results through an approach tailored to their skill levels.

Based on these findings, this study aims to explore the implementation of the Teaching

at the Right Level approach in football instruction at the junior high school level. By using this approach, it is hoped that sports education in schools, particularly football, can become more inclusive and effective, able to accommodate the varying abilities of students. Additionally, this study is expected to contribute to the development of more inclusive education policies in Indonesia, particularly in addressing the challenges of both the present and the future.

2. METHOD

2.1 Participants

The participants in this study were 34 VIII-i students (15 boys and 19 girls) from SMP Negeri 19 Bandung, Indonesian, with a population of 881 students in the school and a representative sample of 34 students. Their ages ranged from 13 to 14 years old, with an average age of about 13.5 years old. The participants were selected using a purposive sampling method of homogenous sampling type, including all students enrolled in class VIII-i having unique characteristics not shared by any other class in SMP Negeri 19 Bandung. The demographic characteristics of the participants reflected regional diversity. Most were of Sundanese ethnicity, in keeping with the local population. All participants were in the second stage of secondary education as defined by the Indonesian school system, which is equivalent to the junior high school level. Socioeconomic backgrounds varied, with most students coming from middle-income families, based on self-reported school data. Bahasa Indonesia was the primary language spoken by all participants, although some were also familiar with Sundanese dialects and had little exposure to English. Given the study's focus on soccer learning, the participants demonstrated a range of skill levels, from beginners to intermediate players. While all participants had prior experience with basic physical education activities through the school curriculum, none were involved in formal football training programs outside of school. This diversity of skill levels was integral to the study, as it allowed for the evaluation of the Teaching at the Right Level (TaRL) approach across a broad spectrum of abilities.

2.2 Research Design

This study used a Classroom Action Research (CAR) design to investigate the effectiveness of the Teaching at the Right Level (TaRL) approach in improving soccer learning outcomes among eighth grade students. PTK was chosen as the research framework due to its collaborative and iterative nature, which allows for systematic identification of challenges, implementation of customized solutions, and refinement of practice through repeated cycles. each cycle has several stages namely: Action planning, action implementation, observation, and reflection (Arikunto, 2021).

2.3 Instruments

The instruments used in this study were designed to comprehensively assess the psychomotor, cognitive, and affective.to psychomotor skills, the study utilized a soccer skill battery test adapted (Lacy & Williams, 2018). This test comprised four key components: dribbling, heading, juggling, and volley wall tests. The validity of these tests 0,92 and reliability 0,74 ensuring consistent and accurate measurement of technical football skills. Cognitive outcomes were measured through a multiple-choice test comprising 20 questions focused on football tactics, rules, and strategies. The questions were designed to promote higher-order thinking and critical analysis. This instrument test has validity 0,74 and reliability 0,81.

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Instrument Affective, including teamwork, discipline, and sportsmanship, were assessed using an observation rubric with predefined indicators. Scores were assigned on a scale from 1 to 5, with 5 indicating the highest level of the observed trait. The value validity of instrument 0,74 and value of reliability 0,84, reflecting a strong consistency in observations.

2.4 Data Analysis

The data analysis in this study employed both quantitative and qualitative methods to evaluate the effectiveness of the Teaching at the Right Level (TaRL) approach in football education. The analysis focused on three primary domains: psychomotor, cognitive, and affective outcomes, using specific formulas and statistical techniques to ensure accurate and comprehensive results.

For the quantitative analysis, the scores for each domain were calculated using the following adapted formula from (Depdiknas, 2007 ; Baedhowi, 2016) :

$$\text{Score} = \frac{\text{Total Score Obtained}}{\text{Total Possible Score}} \text{ X } 100$$

This formula was applied consistently across all assessments. In the psychomotor domain, it was used to evaluate student performance in football skills tests, including dribbling, heading, juggling, and volley wall exercises. Cognitive assessments, which measured students' understanding of football tactics, rules, and strategies, also utilized this formula to determine the percentage of correct answers. Similarly, affective assessments, based on observational rubrics for teamwork, discipline, and sportsmanship, were analyzed using the same approach.

Descriptive statistics such as frequency, value interval, and percentages were used to summarize the data and determine the proportion of students meeting the cut score. Comparisons were made between the baseline (pre-test), post-cycle 1, and post-cycle 2 scores to assess student progress and the effectiveness of the intervention. Qualitative data, derived from observational notes and reflective journals, were analyzed using thematic analysis. This process involved coding the data, identifying recurring patterns, and synthesizing themes such as enhanced collaboration, improved confidence, and greater discipline. These themes provided contextual insights that complemented the quantitative results, offering a deeper understanding of the students' behavioral and attitudinal changes.

3. RESULTS

This study on football instruction using the Teaching at the Right Level approach was conducted with 34 students from grade VIII-I at SMP Negeri 19 Bandung. The sample consisted of 15 male students and 19 female students.

3.1 Data on the Psychomotor, Cognitive, and Affective Abilities of Students in Football Instruction Before Cycle 1.

Data was collected through a single assessment using psychomotor, cognitive, and affective tests. This assessment was conducted before the implementation of Cycle 1 to determine the psychomotor, cognitive, and affective abilities of grade VIII-I students in football at SMP Negeri 19 Bandung. Furthermore, each week, cycle planning was carried out, and assessments using psychomotor, cognitive, and affective tests were conducted. For further details, the data can be seen in Table 1 and Figure 1.

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Table 1.

Table frequency Distribution of Football Learning Value Data Before Cycle 1

No	Interval	Frequency	Percentage
1	48-52	5	15%
2	53-57	10	29%
3	58-62	7	21%
4	63-67	10	29%
5	68-72	2	6%
	Total	**34**	**100%**

Figure 1.

Chart frequency Distribution of Football Learning Value Chart Data Before Cycle 1

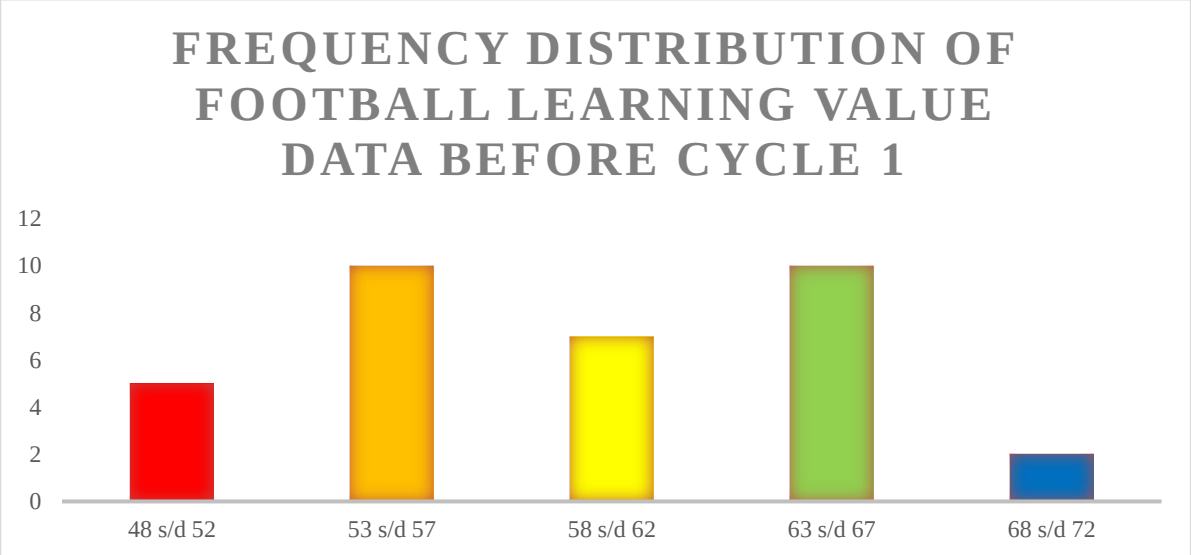

Table 1 and figure 1 show that the initial results of this study indicate that the achievement of grade VIII-I students at SMP in football instruction, covering psychomotor, cognitive, and affective aspects, is still below the cut score of 75. Based on the data, the distribution of student scores is spread across five intervals. The majority of students, 29%, fall within two score intervals, 53–57 and 63–67, which are still far from the KKM. A total of 21% of students are within the score interval of 58–62, while 15% of students showed lower achievement, falling within the score interval of 48–52. Only 6% of students are within the score interval of 68–72, which is close to the KKM but still does not meet it.

3.2 Data on the Psychomotor, Cognitive, and Affective Abilities of Students in Football Instruction in Cycle 1.

The results of the Cycle 1 post-test assessment show the data on the performance of each student in Cycle 1. This can be seen in Table 2 and Figure 2.

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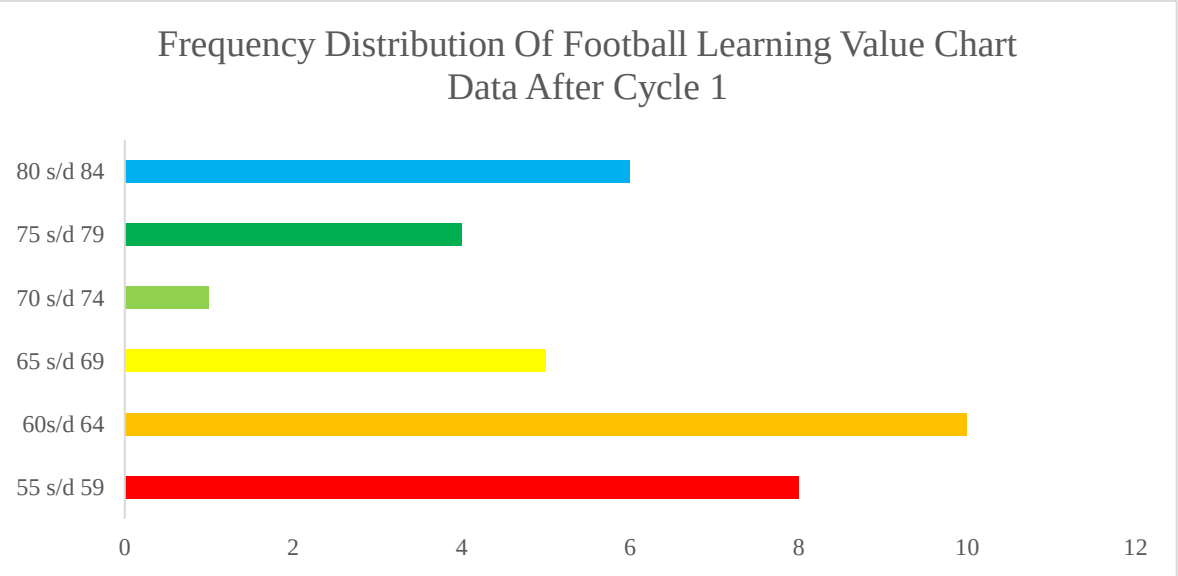
Table 2.

Table frequency Distribution of Football Learning Value Data After Cycle 1.

No	Interval	Frequency	Percentage
1	55 s/d 59	8	24%
2	60s/d 64	10	29%
3	65 s/d 69	5	15%
4	70 s/d 74	1	3%
5	75 s/d 79	4	12%
6	80 s/d 84	6	18%
	Total	**34**	**100%**

Figure 2.

Chart frequency Distribution of Football Learning Value Data After Cycle 1



By looking at Table 2 and Figure 2, we can see that 24% of students scored within the 55–59 range, reflecting difficulties in mastering basic football skills such as dribbling, passing, and shooting, as well as a lack of understanding of game tactics. In the next interval, 29% of students scored between 60–64. While this group shows slight improvement compared to the previous range, there are still challenges in understanding the basic concepts of football and applying coordination and teamwork during modified game simulations. 15% of students scored within the 65–69 range. Although this group showed some progress, they have not yet reached the completion standard. Factors that may affect these results include a lack of consistency in technique application and weaknesses in affective aspects such as teamwork and responsibility during the game. In the 70–74 interval, only one student (3%) nearly reached the KKM. This indicates that the student made efforts to improve psychomotor and cognitive abilities, although

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the results were not optimal. On the other hand, 12% of students met the KKM, scoring within the 75–79 range. This group demonstrated good mastery of basic skills and an adequate understanding of tactics and game strategies. Furthermore, 18% of students scored within the 80–84 range, reflecting excellent ability in various aspects of football instruction. These students were able to apply playing techniques well, understand game strategies, and demonstrate positive affective behaviors such as teamwork, discipline, and high motivation. Overall, 70% of students are still below the KKM, while only 30% have met or exceeded the completion standard. These results indicate the need for improvements in teaching strategies to help students enhance their abilities, especially those who are below the standard.

3.3 Data on the Psychomotor, Cognitive, and Affective Abilities of Students in Football Instruction in Cycle 2

The data on each student's performance in Cycle 2 is displayed in the Cycle 2 post-test assessment results. Table 3 and Figure 3 illustrate this.

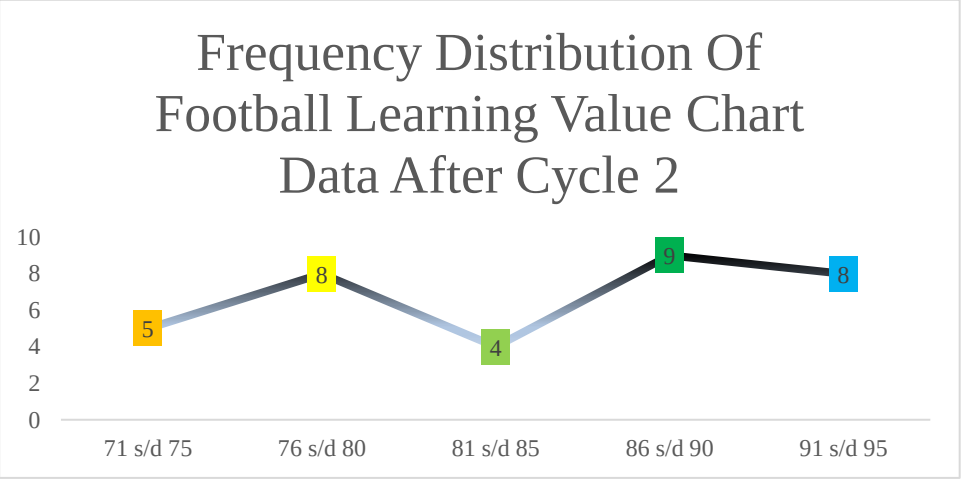
Table 3.

Frequency Distribution Of Football Learning Value Data After Cycle 2

No	Interval	Frequency	Percentage
1	71 s/d 75	5	15%
2	76 s/d 80	8	24%
3	81 s/d 85	4	12%
4	86 s/d 90	9	26%
5	91 s/d 95	8	24%
	Total	**34**	**100%**

Figure 3.

Frequency Distribution Of Football Learning Value Chart Data After Cycle 2



The data collected during Cycle 2 revealed that 15% of students scored within the 71–75 range. This group represents those who are nearing the cut score threshold, with one student

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achieving the standard but still requiring improvement, particularly in consistently applying basic football techniques such as dribbling, passing, and shooting. Additionally, their understanding of game strategies and teamwork skills need further enhancement to meet the expected competency standards. In the 76–80 range, 24% of students reached or slightly exceeded the cut score. These students demonstrated solid psychomotor abilities, particularly in mastering fundamental techniques, but they still need to strengthen their application of strategies and maintain consistent performance during gameplay. A total of 12% of students were in the 81–85 range, showing significant progress. This group displayed a good command of basic skills and a more developed understanding of game tactics. Furthermore, they began to exhibit positive affective traits, such as teamwork and discipline during learning sessions. The highest percentage, 26%, fell within the 86–90 range. Students in this group demonstrated exceptional performance across psychomotor, cognitive, and affective domains. They not only excelled in basic techniques and strategic understanding but also showed strong discipline, teamwork, and motivation to keep improving. Finally, 24% of students scored between 91–95, representing the top performers. This group showcased comprehensive mastery across all learning aspects, including advanced technical skills, a deep understanding of tactics, and exemplary affective attitudes. They serve as role models or sources of inspiration for their peers in football instruction.

3.4 Comparison of Learning Achievement Mastery Using Teaching at the Right Level (TaRL) Approach

The comparison of each student's performance across the two cycles of intervention or treatment is presented in Table 4. These data illustrate the progressive improvement achieved through the implementation of the Teaching at the Right Level (TaRL) approach.

Table 4.

Comparative Data on Students' Football Learning Outcomes

No	Category	Cycle 1	Cycle 2	Description
1	Completed	10 Students (30%)	30 Students (88%)	An increase of 58% was observed.
2	Not Completed	24 Students (70%)	4 Students (12%)	
	Total	34 Students (100%)	34 Students (100%)	

Based on the data description in Table 4, during the first cycle, only 10 students (30%) achieved the cut score, while the remaining 24 students (70%) were still below the standard of completion. This reflects the difficulties faced by the majority of students in mastering basic soccer skills, such as dribbling, passing, shooting, and movement coordination. Additionally, cognitive aspects such as understanding game tactics and strategies, as well as affective aspects like teamwork, discipline, and motivation, were also not optimal. After implementing more targeted instructional interventions in the second cycle, the number of students meeting the KKM increased significantly to 30 students (88%). Meanwhile, the number of students who did not complete dropped drastically to just 4 students (12%). This 58% improvement demonstrates the effectiveness of the applied teaching methods, such as active and collaborative approaches, which encouraged deeper student engagement.

These results indicate positive progress in mastering psychomotor aspects, as students

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became more capable of applying basic soccer techniques effectively. In terms of cognitive skills, students showed an improved understanding of game tactics, including positioning, formations, and strategies for both defense and attack. Furthermore, in the affective domain, there was an increase in teamwork, discipline, and student learning motivation.

4. DISCUSSIONS

The results of this study indicate that the application of the Teaching at the Right Level (TaRL) approach has a significant positive impact on improving students' abilities in the psychomotor, cognitive, and affective aspects of soccer learning. This is in line with the findings, TaRL is effective in reducing the gap in student abilities through teaching tailored to individual ability levels (Banerjee Rukmini Banerji James Berry Esther Duflo Harini Kannan Shobhini Mukherji Marc Shotland Michael Walton et al., 2016). In this context, the TaRL approach allows students with diverse abilities to learn to their capacity, creating a more inclusive and focused learning environment. The 88% increase in student learning completeness in the second cycle confirms the relevance of this approach in physical education. The personalization of learning implemented in TaRL is highly effective in promoting optimal learning outcomes in various educational contexts (Banerji & Chavan, 2016). The improvement of students' cognitive aspects, especially the understanding of the tactics and strategies of soccer games, is also in line with Rahman, (2023), which shows that the application of TaRL in team sports, such as basketball, is able to improve students' understanding of tactical and technical concepts.

Furthermore, this study discovered that TaRL significantly influenced how students developed affective traits like motivation, discipline, and teamwork. This supports the notion that through individualized, step-by-step instruction, a differentiated approach increases students' self-esteem and positive character (Peto, 2022). When it comes to football, this progress is evident in the students' capacity to collaborate with others and comprehend their individual roles on the team. Improvements in psychomotor aspects were also noted, where students were encouraged to explore themselves through variation-based learning, which effectively improved their technical skills even though the Teaching at the Right Level approach was still new to them (Endrawan, 2024). According to this study, implementing a level-based approach significantly improved the students' dribbling, passing, and shooting skills.

In the context of differentiation in learning, which aligns with the principles of the Teaching at the Right Level approach that groups students based on their individual levels or competencies, personalized learning in physical education allows students to develop skills according to their needs (Colquitt et al., 2017). This adjustment not only enhances technical learning outcomes but also encourages active student engagement in the learning process. Fullerton (2023) also supports this idea by emphasizing that a focused differentiation approach helps students understand techniques in a way that is physically and mentally relevant.

These findings also lend credence to the Merdeka Curriculum's emphasis on curriculum flexibility. Adapting instructional strategies to students' varied needs is consistent with the Merdeka Curriculum's tenets (Kemendikbudristek, 2022). According to Fujii et al. (2023), maximizing learning outcomes in challenging educational settings requires a teaching context that is appropriate for students' skill levels.

All things considered, the study's findings lend credence to the body of research on the TaRL approach's efficacy in sports education. This method enhances students' technical

proficiency and tactical awareness while also fostering positive character traits like motivation and teamwork. It is crucial to acknowledge that some students will need more individualized learning, whether through remediation or special attention, even though some still do not meet the cut score (Lidi, 2018).

5. CONCLUSIONS

The study's conclusions, which emphasize the TaRL approach's beneficial effects on technical proficiency, tactical awareness, and personal growth, confirm the method's efficacy in sports education. But it's crucial to understand that some students particularly those who haven't yet fulfilled the minimal passing requirements might need more specialized attention. This study adds to the expanding of research that backs the use of TaRL in sports education and provides insightful information for further study and application.

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