

## Implementation Teaching at the Right Level (TaRL) Approach Based Flipped Card Game on Learning Outcomes of Football Dribbling Skills

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### Abstract

This study investigates the effectiveness of the Teaching at the Right Level (TaRL) approach combined with flipped card games in enhancing football dribbling skills among eighth-grade students at SMPN 1 Ciparay (class VIII C). Using a Classroom Action Research (CAR) design, the research was conducted over two cycles, each comprising two sessions. The study involved 45 students, with their learning outcomes evaluated based on the Minimum Mastery Criterion (MMC) set at 75. Data collection methods included observation sheets and learning outcome tests. This descriptive quantitative approach analyzed the percentage of students achieving the MMC. The findings revealed a significant improvement in mastery levels. In the first cycle, 34 students (75.56%) met the MMC, increasing to 39 students (86.67%) in the second cycle. Meanwhile, the number of students who did not meet the MMC decreased from 11 students (24.44%) in the first cycle to 6 students (13.33%) in the second cycle. These results demonstrate the success of integrating the TaRL approach with flipped card games in improving student learning outcomes. As such, this method presents an effective alternative teaching strategy for enhancing dribbling skills in football learning activities.

Keywords: Learning outcomes, Teaching at the right level, Dribbling skills

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## 1. INTRODUCTION

Education, in the words of Ki Hadjar Dewantara, is an endeavor to cultivate the body, mind, character, inner power. and body of children so that they are in harmony with their

environment and achieve perfection in life (Febriyanti, 2021). Education, on the other hand, is defined by Law No. 20 of 2003 as a deliberate and organized attempt to establish a learning environment and learning process so that students actively develop their potential. The goal of this development is to cultivate the qualities that he, society, the country, and the state need—such as spiritual power, self-control, personality, intelligence, and noble character (Prasetyo & Abduh, 2021). The goal of physical education, sport, and health is to improve human physical fitness through an activity-based instructional approach. This field uses sports and physical exercise to enhance a person's overall quality, encompassing their mental, emotional, and physical well-being (Andika Tiyas Apriliawati & Setiyo Hartono, 2016). People's desire to be healthy is reflected in their daily exercise routines. Exercise is just one of several strategies to have a healthy lifestyle (Fabio et al., 2022). Physical Education, Sport and Health (PJOK) is considered an educational discipline where students can achieve physical fitness. The physical education curriculum introduces various sports, including soccer. Known as “football” or “soccer” in English, the game involves maneuvering using a ball made of leather (Arda Gutawa & Rohman Kafrawi, 2022). Football is a game with many beauties (Festiawan et al., 2019). In addition to promoting health and fitness, soccer also offers opportunities for great achievement (Jayanthi et al., 2013). Football demands a high level of physical ability and skilled movement, as emphasized by Justine in (Rachim et al., 2016). In soccer, dribbling is one of the basic skills that every player must master. Dribbling not only serves to control the ball, but also contributes significantly to the creation of opportunities during the game. The dribbling technique is very important in soccer and is an indispensable skill for every player. Dribbling involves the ability to control the ball before passing it to a teammate to create scoring opportunities. This skill is essential for victory in a soccer match (Widodo et al., 2021).

Based on observations researchers, it was found that the problems faced in teaching soccer dribbling skills at SMPN 1 Ciparay include inadequate adaptation of teaching methods to students' ability levels, which results in low motivation and poor learning outcomes. In addition, the dominant use of conventional approaches often fails to engage students, making them feel bored and struggling to achieve the expected competencies. Game-based learning in PJOK education is still rarely used by educators in schools. In fact, games of quality in learning has important for students. It has been stated that the benefits of game-based learning are greater than traditional teaching methods. Research shows that the elements of game-based learning are much more significant, as students are encouraged to achieve goals in challenging ways that stimulate intrinsic motivation. More importantly, students can reflect on themselves through the tasks they complete (Dewi, 2022). Research by (Wasono Aji & Rachman Syam Tuasikal S, 2020) explained basic dribbling games and their steps, which helped students understand dribbling techniques more effectively. Another study by (Ningrum et al., 2023) highlighted that the application of game-based methods significantly improved learning outcomes, with a 57.5% increase in dribbling skills after game-based methods were applied compared to before.

Creating engaging learning experiences is one of the main responsibilities of teachers in the teaching and learning process. The goal is to achieve learning that is fun, challenging and accelerates good learning outcomes. This is in line with the statement that interesting and fun learning can motivate students to try, think critically, and build confidence in learning (Mulyawati & Purnomo, 2021). In this context, innovative teaching methods are needed to answer these challenges. Student-centered learning, such as the Teaching at the Right Level (TaRL) approach based on game-based activities, can be an adaptive solution to address the learning gap. TaRL is a teaching approach that

focuses on guiding students to engage in learning activities based on their ability level, which can be categorized as low, medium, or high, rather than determined by grade level or age (Ahyar et al., 2022). The TaRL (Teaching at the Right Level) approach has been implemented in many countries, including India. The TaRL approach in Merdeka Curriculum offers flexibility in teaching, allowing educators to adapt to students' abilities, a concept commonly referred to as the TaRL approach (Suharyani et al., 2023). Teachers are required to conduct an initial assessment as a diagnostic test to understand the characteristics, needs and potential of each student. This helps teachers to identify students' abilities and early development (Suharyani et al., 2023).

This study was to analyze implementation of the TaRL approach based on game-based activities and measure its impact on students' dribbling ability in learning football games at school. The study also sought to explore students' responses to the implemented game-based learning approach. The importance of this study lies in the need to introduce adaptive, engaging and effective learning innovations in physical education, particularly to develop basic soccer skills. Analysis this study are expected to make a significant contribution to the Improving of student oriented sports teaching methods, as well as to serve as a reference for physical education teachers and practitioners to develop quality of learning in schools.

## **2. METHOD**

This research method is a Classroom Action Research (CAR) conducted in classroom For enhancement learning outcomes by using the TaRL approach based on the game. According to Arikunto (2015) on (Rodzikin & Mareta, 2023), Classroom Action Research is research conducted by teachers to enhance the quality of outcomes learning in their classrooms. This study research is carried out with specific objectives in a series of cycles, which include four stages: planning, implementation, observation, and reflection. Thus, progress in a learning process or activity can be monitored

### **2.1 Participants**

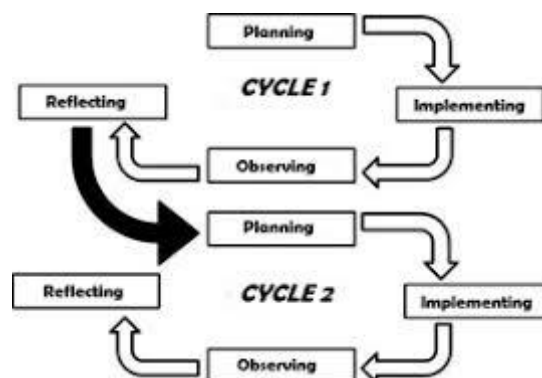
In this study, researchers used 2 cycles, with cycle consisting four stages, planning, action, observation, and reflection. The subjects of this class action research were VIII C students of SMPN 1 Ciparay totaling 45 students, 18 male students and 27 female students.

### **2.2 Research Design**

This research design follows the spiral cycle model of classroom action research proposed by Kemmis and Taggart, which includes four essential stages in each cycle: planning, action implementation, observation, and reflection. If no significant improvement in learning outcomes is observed within a single cycle, the research proceeds to the next cycle and continues until the predetermined success criteria are met.

**Figure 1**

The Research Model of Tagart and Kemmis



### 2.3 Instruments

Research instruments tools used to collect relevant data to achieve research objectives. In study, technique data collection used a dribbling skill test based on the method developed by. This test has a validity value of 0.92 and a reliability value of 0.99. This dribbling test is designed to assess students' ability and effectiveness in dribbling skills. The test consists of a series of tasks to be completed by students, which specifically aim to evaluate speed, ball control and dribbling technique. By using this dribbling test, the data collected will provide a clear improvement of students' soccer skills after the application of the teaching approach under study.

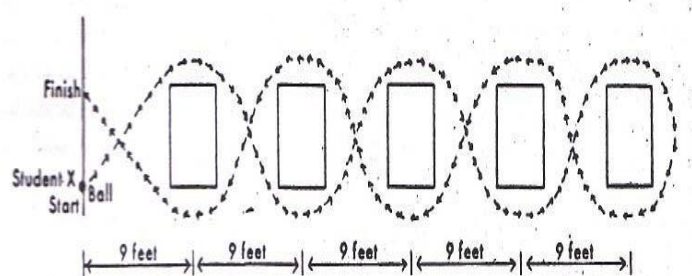


Fig. 21-39, Dribble test.

Students dribble past five objects in a given time, the five objects are placed at an equal distance per object of 9 feet. This test has a validity of 0.92 and a reliability of 0.99 (Frank M. Verducci).

### 2.4 Procedures

These studies use the method of classroom action research (CAR), focusing on improving the learning process through two cycles, namely Cycle 1 and Cycle 2. Each cycle involves the stages of planning, implementation, observation, and reflection, which aims to gradually increase the effectiveness of the learning process. To support the research process, data techniques collection used included tests. The test is designed to assess student learning outcomes, particularly dribbling ability, based on predetermined indicators.

### 2.5 Data Analysis

The data analysis technique used in this class action research uses a quantitative descriptive analysis approach. This method involves systematically organizing data into numbers or percentages that represent the research subject. By using this approach, researchers can draw general conclusions

based on the findings obtained. The quantitative approach was chosen because it provides a clear picture of student learning outcomes, including the overall improvement observed at the classroom level (Chrisma Aprila Fitnanto & Ratna Dewi, 2024).

In each research cycle, student learning outcomes were analyzed to determine the extent to which learning objectives had been achieved. This process was carried out by comparing the percentage of students who achieved completeness with the Minimum Completeness Criteria (KKM) set at 75. Through this method, the research evaluated the effectiveness of the actions implemented in improving student learning achievement. The data analysis technique uses the following formula:

$$\text{Percentage of Improvement} = \frac{\text{Final Score} - \text{Initial score}}{\text{initial score}} \times 100$$

$$\text{Percentage of Mastery} = \frac{\text{Number of Students Who Achieved Mastery}}{\text{Total Number of Student}} \times 100$$

### 3. RESULTS

The object this study were 45 students from Class VIII C at SMPN 1 Ciparay. This study to improve students' dribbling skills through the application of the Teaching at the Right Level (TARL) approach integrated with flipped card-based games.

#### 3.1 Data prior to the start of Cycle 1

Data collection was conducted using a performance test method. The assessment was carried out once before the start of the cycle to evaluate the dribbling skills of eighth-grade students in class VIII C at SMPN 1 Ciparay. The results obtained prior to the cycle implementation are presented in Table 1 and Figure 1.

**Table 1.**

Cut Score	Criteria	Frequency	Percentage
75	Completed	18	40%
<75	Not Completed	27	60%
	Student	45	100%

**Figure 1.**

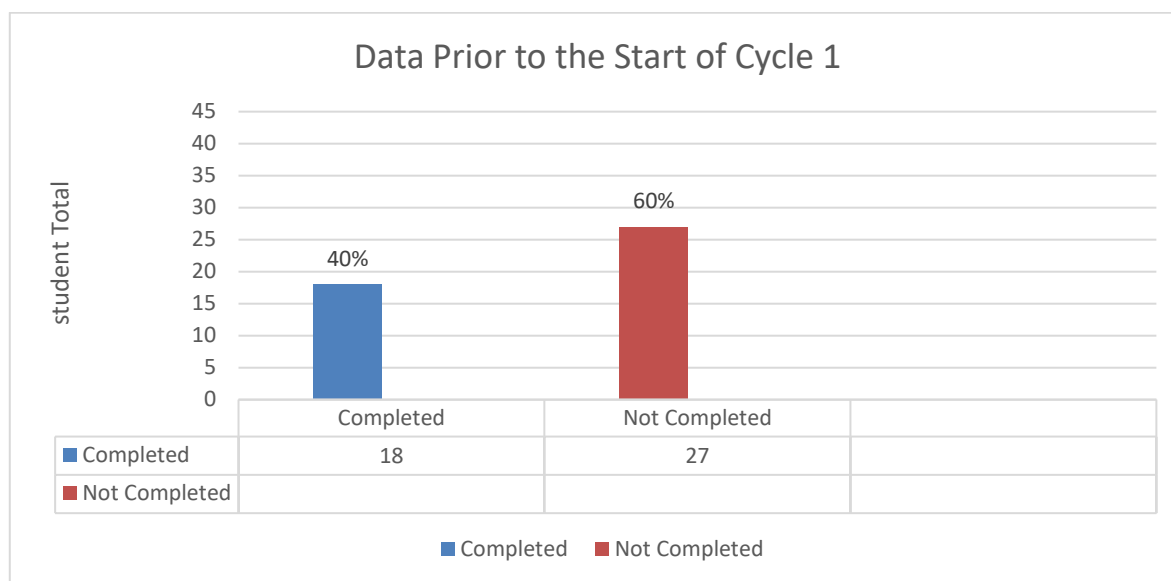


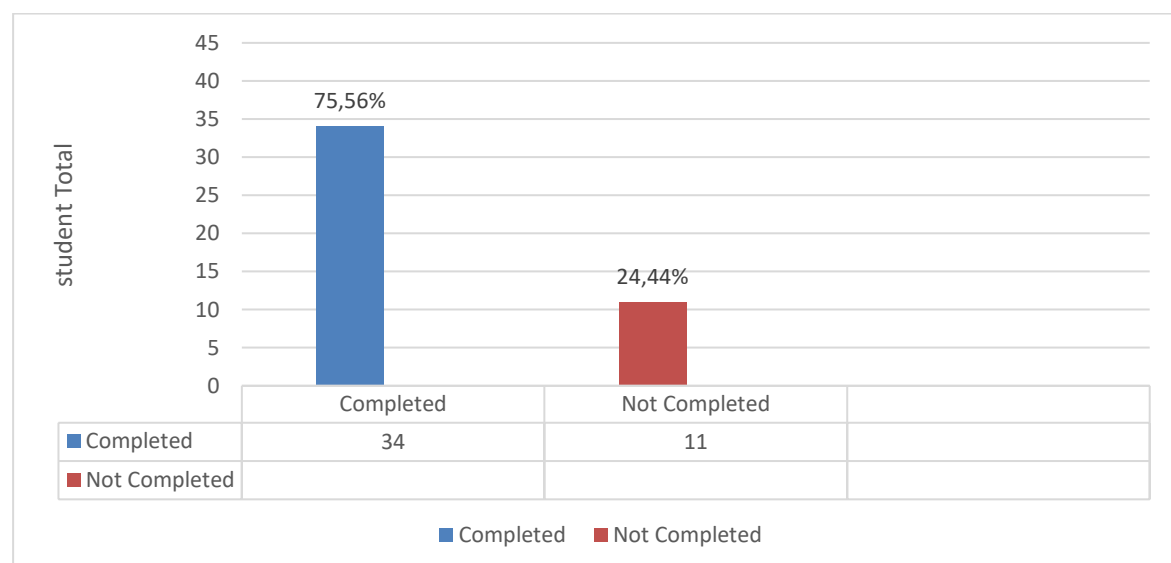
Table 1 and Figure 1 show the learning outcomes of students in class VIII-C at SMPN 1 Ciparay, 40% of students or equivalent to 18 people have reached the criteria for completeness, while 60% or 27 students out of a total of 45 students have not met the criteria for completeness.

### 3.2 Learning Outcomes of Cycle 1

**Table 2.**

Cut Score	Criteria	Frequency	Percentage
75	Completed	34	75,56%
<75	Not Completed	11	24,4%
Student		45	100%

**Figure 2.**



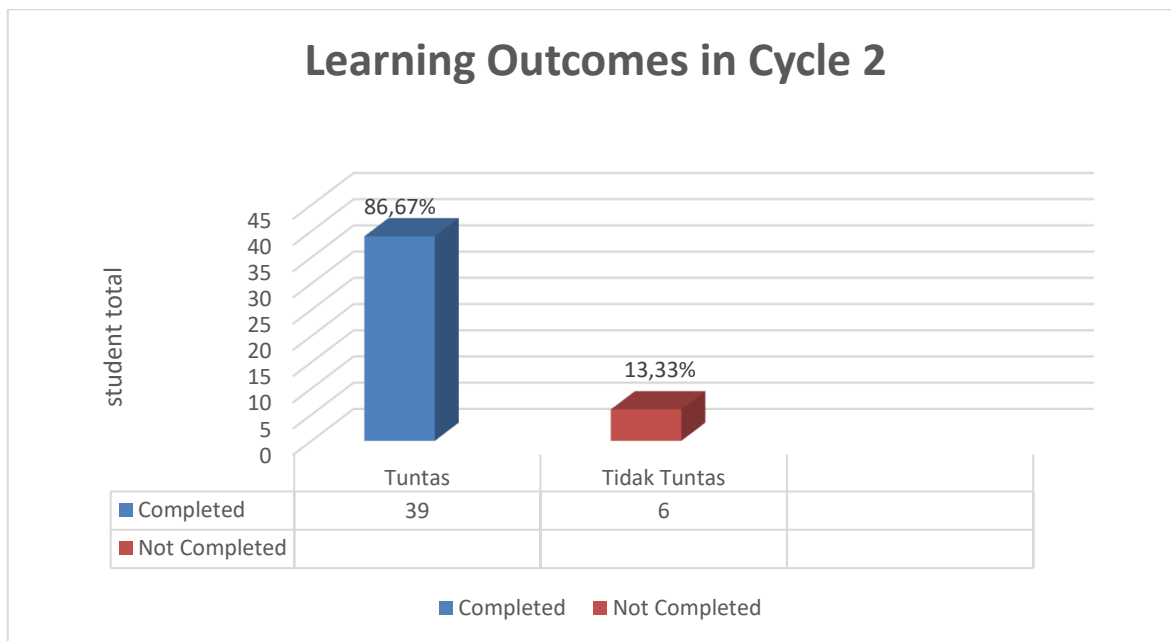
Based on table 2 and figure 2 above, the initial data on the learning outcomes of students in class VIII C SMPN 1 Ciparay shows that there are 18 students who have reached mastery, while 27 students who have not reached mastery. After the intervention in Cycle 1 using the Teaching at the Right Level (TaRL) approach integrated with the inverted card game, the number of students who achieved completeness increased to 34 people, while students who had not met the Minimum Completion Criteria (KKM) decreased to 11 people. The average score of students in Cycle 1 was 75.6, with the KKM set at 75. Overall, the increase from baseline to Cycle 1 reached 32.27%.

### 3.3 Learning Outcomes in Cycle 2

**Table 3.**

Cut Score	Criteria	Frequency	Percentage
75	Completed	39	86,67%
<75	Not Completed	6	13,3%
Student		45	100%

**Figure 3.**



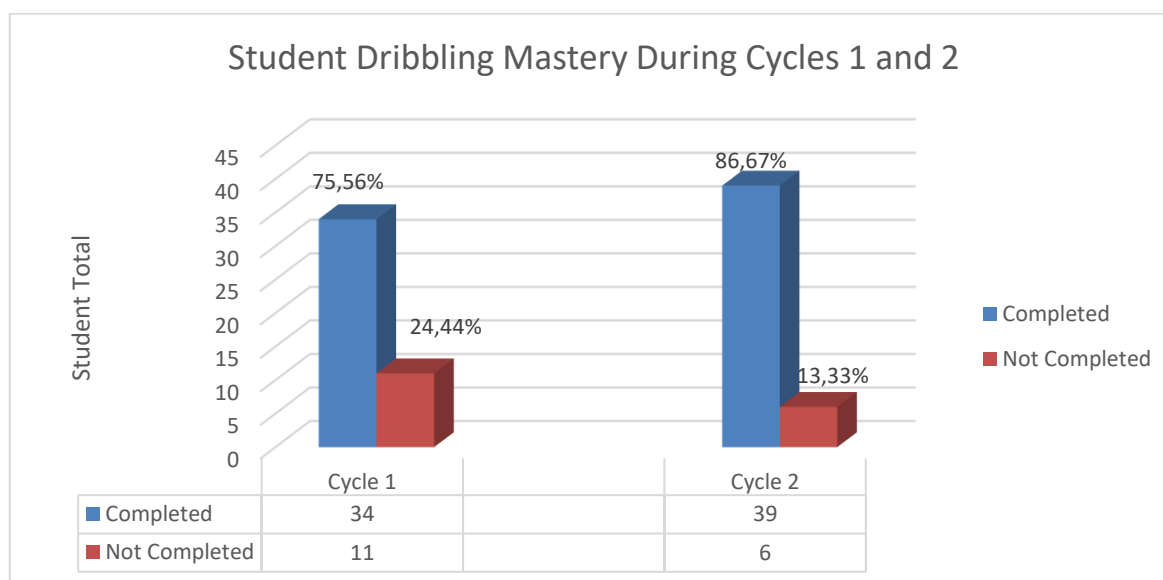
Based on table 3 and figure 3, In Cycle II, 39 students or 86.67% were classified as students who successfully achieved a score of  $\geq 75$ , while 6 students or 13.33% were categorized as incomplete students. This percentage shows a significant increase compared to the previous cycle. Although some students still did not meet the Minimum Completeness Criteria (Cut Score), with the KKM set at 75. Overall students showed an average increase in learning outcomes of 50.71%. and the average score of students in Cycle 2 was 86.49

### 3.4 Student Dribbling Mastery During Cycles 1 and 2

**Table 4.**

No	Score	Category	Frequency	Percentage of Cycle 1	Frequency	Percentage of Cycle 2
1	75	Completed	34	75,56%	39	86,67%
2	< 75	Not Completed	11	24,44%	6	13,33%
Total			45	100%	45	100%

**Figure 4**



Based on Table 4 and Figure 4, data on student learning outcomes from cycle 1 and cycle 2, there was a significant increase in the achievement of learning completeness. In cycle 1, 34 students or 75.56% achieved the minimum competency standard (Cut Score) (75). This number increased to 39 students or 86.67% in cycle 2. The number of students who did not achieve mastery also decreased from 11 students (24.44%) in cycle 1 to 6 students (13.33%) in cycle 2. This improvement highlights the effectiveness of the Teaching at the Right Level (TaRL) Approach Based Flipped Card Game, in helping students acquire the targeted skills. The program was implemented in 2 cycles, with each cycle consisting of 2 section.

## 4. DISCUSSIONS

TaRL (Teaching at the Right Level) is a learning approach that aligns educational activities with students' ability levels, categorizing them into low, medium, and high ability levels, rather than grouping them by grade or age (Ahyar et al., 2022). The concept of Teaching at the Right Level (TaRL) was first introduced by the Pratham Education Foundation (Pratham), a leading non-



governmental educational organization in India. This organization is globally recognized for its evidence-based pedagogical approaches, including the TaRL method, which is also known as Combined Activity for Maximized Learning (CAMaL), meaning "extraordinary" in Hindi. Pratham was founded as a charitable organization in 1998 and has since become a pioneer in efforts to improve the quality of education, particularly through remedial learning programs.

In its initial stages, Pratham developed a program aimed at supporting primary school students who were struggling with learning. These students, who were falling behind, were encouraged to participate in extracurricular activities with volunteer tutors, known as "balsakhi", to enhance their basic skills in arithmetic and reading. This program marked the beginning of the TaRL approach, which was rigorously evaluated to ensure its effectiveness. Today, this method is recognized as a powerful strategy that can significantly improve student learning outcomes worldwide (Mubarokah, 2022). According to (Rahmadani et al., 2021), games are interesting and fun because they can satisfy our exploratory urges. Similarly (Nofi Marlina Siregar et al., 2018) describe games as a form of recreation designed for entertainment, leisure or light exercise. In addition, game-based approaches play an important role in creating an effective learning atmosphere, helping to reduce boredom, which in turn has a positive impact on student formation and development (Arianti, 2017). This is consistent with the studies by (Wasono Aji & Rachman Syam Tuasikal S, 2020) and (Ningrum et al., 2023) which indicate that game-based learning methods can enhance students' understanding of techniques and improve learning outcomes. Based on the prior opinions, can be concluded that the game-based Teaching at the Right Level (TaRL) approach is very effective in learning. The TaRL approach offers flexibility by grouping students according to their ability stage. This strategy ensures that each student faces challenges that match their abilities, making the learning process more effective. Game-based learning creates a relaxed and fun environment, fostering enthusiasm among students during the learning process, which ultimately has a positive impact on improving their learning outcomes. The researcher conducted an in-depth study on the implementation of the Teaching at the Right Level (TaRL) approach combined with the flipped Card game to improve learning outcomes of dribbling skills among students of class VIII C at SMPN 1 Ciparay. Based on the research findings, this approach showed a significant positive impact on students' learning mastery, as evidenced by the data collected during the first and second cycles.

### **Cycle I**

Students' dribbling skills at SMPN 1 Ciparay improved fairly well during cycle 1 of the soccer dribbling learning procedure. Eleven pupils fell short of the minimum level, whereas 34 out of 45 students were able to meet the Minimum Competency Standard (Cut Score). Some changes were made to increase the effective of the approach used in the following cycle after the findings were analyzed and the learning process in the first cycle was assessed.

### **Cycle II**

The evaluation and adjustments made after Cycle I yielded excellent results in the second cycle. The quantity of pupils who fulfilled the Cut Score increased to 39 out of 45 students, while the number of students who did not reach the standard decreased to only 6 students. This improvement reflected that the approach used not only helped individual students achieve better outcomes learning, but also demonstrated its effectiveness in creating a more inclusive and focused learning environment.

Overall the results of this investigation show that the use of he game-based Teaching at the Right Level (TaRL) approach using flipped card is very effective in improving student learning outcomes, especially in improving dribbling skills in soccer learning at SMPN 1 Ciparay. This

method also allows for the adjustment of the learning process based on the needs and ability levels of students, thus supporting the achievement of optimal learning outcomes in each session.

## 5. CONCLUSIONS

The application of the game-based Teaching at the Right Level (TaRL) approach using flipped card is proven to significantly enhance student learning outcomes in dribbling skills on class VIII C students of SMPN 1 Ciparay. This is seen from the data in the number of student who meet the Minimum Competency Standards (Cut Score) from Cycle 1 to Cycle 2. In Cycle 1, 34 students (75.56%) reached the Cut Score, while in Cycle 2, this number increased to 39 students (86.67%). In contrast, the number of students who did not reach the Cut Score decreased from 11 students (24.44%) in Cycle 1 to 6 students (13.33%) in Cycle 2. This increase shows that this approach effectively creates a method of instruction that is more consistent with students' needs. By utilizing ability-based grouping and engaging game activities, this approach encourages students to gradually and systematically master their skills. The findings from this study suggest that game-based learning methods, such as flipped card, if implemented effectively, can be a practical solution in physical education to improve students' sports skills. In addition, this approach has significant potential to be applied across a range of other sports skills.

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