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The Effectiveness of Teaching Games for Understanding on Futsal Playing Skills at NSM Valafa Academy U-16

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Abstract
This study aims to improve futsal playing skills by implementing the Teaching Games for Understanding (TGfU) model. The research design used was Sports Action Research (PTO), conducted over two cycles with three sessions per cycle. The research subjects were 14 students of NSM Valafa Academy in the under-16 age group, selected using purposive sampling. Data were collected through authentic assessment-based gameplay skill evaluation using the Futsal A+ application, which references the Game Performance Assessment Instrument (GPAI) framework and covers decision making and skill execution, supported by semi-structured interviews with the coach and students. Results showed consistent and measurable improvement in both aspects. The decision making percentage increased from 61.9% at pre-cycle to 77.8% at Cycle 2, with mastery improving from 21.4% to 78.6%. The skill execution percentage increased from 61.6% to 80.8%, with mastery improving from 35.7% to 92.9%. Interview data indicated that students demonstrated growing tactical understanding and decision making ability, consistent with the quantitative findings. Based on these results, it can be concluded that the TGfU model is effective in improving the futsal playing skills of NSM Valafa Academy KU-16 students.

Keywords: *Teaching Games For Understanding, TGfU, Playing Skills, Futsal*

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INTRODUCTION

Conceptually, futsal is an invasion game played by two teams of five players on an indoor court with smaller dimensions, using a low-bounce ball, which demands mastery of fundamental techniques and good team coordination (Pera & Nugraha, 2022). Competitive futsal matches are generally played in two halves of 20 minutes each, with high-intensity activity, requiring excellent physical capacity and the ability to perform repeated sprints (Arifin & Kusuma, 2024). The fundamental characteristics of a confined space, high effective playing time, and dense movement frequency demand extremely high movement intensity and rapid transitions between attacking and defending phases.

In actual match situations, players must rapidly adapt to changes in ball position, teammates' movements, and opponents' pressure in a limited space (Amrizal et al., 2025). The complexity of confined spaces and limited time demands that players possess tactical

intelligence, including the ability to anticipate, predict, and respond to the flow of the game. Players are continuously required to read game situations with precision, make quick decisions under high pressure, and understand and apply game tactics adaptively in order to maintain ball possession and exploit goal-scoring opportunities (Fathurochman et al., 2025).

The complexity of the physical, technical, tactical, and cognitive demands in futsal suggests that drill-based, teacher-centered learning models are less relevant in instructional settings (Saputri et al., 2025). Delivering basic technique content in isolation from real game contexts risks producing rigid skills, as learners are not accustomed to making decisions and solving tactical problems in real time. Therefore, learning should not be limited to repetition of basic techniques. The pedagogical process must integrate contextual understanding so that learners comprehensively learn how, when, where, and why a technical skill is executed (Sidiq et al., 2025).

In response to this urgency, the literature and previous research in sports pedagogy confirm the effectiveness of the Teaching Games for Understanding (TGfU) approach as a representative tactic-based learning model for invasion sports (Saputri et al., 2025). Learners require contextual training method interventions that reflect actual match situations. The learning process must facilitate the aligned integration of psychomotor skill mastery with cognitive and tactical aspects (Alfarisi et al., 2025). Rather than separating technique from the game, TGfU uses directed game modifications to encourage learners to think analytically, identify patterns, and evaluate tactical choices.

However, in practice, the implementation of the TGfU model has not been maximized, particularly in the evaluation or assessment aspect. Based on interviews with coaching staff at NSM Valafa Academy, the model has been consistently applied in training sessions to improve tactical understanding, decision making, and students' playing skills in real game situations. Nevertheless, despite the frequent use of the TGfU model, the coaching staff did not fully know whether its application was genuinely effective in improving students' futsal skills.

Regarding the evaluation and assessment aspect, there is an instrument with tested validity for measuring playing skills in a game context, namely the Game Performance Assessment Instrument (GPAI). This instrument is designed to assess player performance more deeply, particularly in decision making and skill execution in real game situations. However, in practice, coaches at NSM Valafa Academy had never applied GPAI because it was

considered quite complex, particularly in terms of the manual data recording and processing, which require time, precision, and a high level of technical understanding.

Along with the development of technology in sports evaluation, an innovation has emerged: a digital-based instrument developed from GPAI, namely the Futsal A+ application. This instrument still adheres to the basic principles of GPAI but has been simplified and integrated into a digital system, making it more practical and efficient for field use. Through the Futsal A+ application, the process of recording and processing player performance data can be done more systematically, objectively, and accurately, thereby overcoming the complexity constraints that have been obstacles in applying GPAI (Andrianto et al., 2023).

With the availability of a more practical yet still valid assessment instrument such as Futsal A+, the academy has the opportunity to develop a more structured and sustainable evaluation system. Consistent player progress reporting using appropriate instruments will provide clearer coaching direction, measurable evaluation standards, and overall improvement in the quality of training programs. Thus, the development process not only runs routinely but is also data-based and professionally accountable.

Based on the fieldwork findings, the literature review, and the identification of a gap between practice and theory, there is an urgent need to present a more effective and applicable evaluation solution. Therefore, the researcher is interested in conducting Sports Action Research (PTO) to implement the Teaching Games for Understanding (TGfU) model to improve futsal playing skills among NSM Valafa Academy students in the under-16 age group (U-16) using the digital-based Futsal A+ assessment instrument. This study is expected not only to measure TGfU implementation more objectively, but also to develop a more practical, systematic, and easily applicable assessment system for coaches to monitor player development continuously.

METHOD

This study employed a Sports Action Research (PTO) design to improve the futsal playing skills of NSM Valafa Academy students. The research was conducted over 2 cycles, each comprising 3 sessions, with four stages in each cycle: planning, implementation, observation, and reflection (Arikunto et al., 2015). The research sample was selected using purposive sampling, which involves selecting participants based on specific criteria aligned with the research objectives (Maksum, 2025). Based on these criteria, the sample in this study

consisted of NSM Valafa Academy students in the under-16 age group (U-16), totaling 14 students who were actively participating in the training program.

Data analysis in this study used descriptive quantitative and qualitative approaches. Quantitative data were obtained through authentic assessment-based evaluation of futsal playing skills using the Futsal A+ application. This instrument is a development of a game-based skill assessment instrument, drawing on the Game Performance Assessment Instrument (GPAI) concept (Andrianto et al., 2023). The Futsal A+ application was chosen to overcome the limitations of GPAI, which is quite complex and less practical for field use, particularly for coaches. This application presents an assessment system that allows researchers or coaches to record each player's actions directly and systematically during the game, then automatically processes the data into performance scores. The aspects assessed were decision making and skill execution.

The Futsal A+ application instrument underwent prerequisite testing during its development process. Content validity testing involving expert assessments showed an average validity coefficient of 0.717, indicating that all assessed aspects (appearance, content, learning, and usability) met the validity criteria. Furthermore, inter-rater reliability testing produced an average coefficient of 0.715, indicating satisfactory agreement among the assessors. Empirical testing conducted during the development stage showed a validity coefficient of 0.739 in small-group trials and 0.700 in large-group trials, while reliability coefficients reached 0.738 and 0.708, respectively. In terms of user evaluation, the application obtained an average score of 4.58 in small-group trials and 4.63 in large-group trials, both of which are classified as "Very Good". These findings indicate that the Futsal A+ application has adequate validity, reliability, and practical feasibility for assessing players' decision-making and skill execution during futsal matches.

Qualitative data were obtained through interviews that gathered supporting data on the implementation process of the action, students' responses, and the coach's perspective on the applied learning model. Interviews were conducted in a semi-structured manner, with the researcher following pre-arranged question guidelines while still allowing respondents to provide more in-depth information. Interview subjects were the coach and several students selected purposively based on their involvement and activeness during the learning process. Interview data were used as qualitative data to complement and strengthen the results of futsal playing skill measurements obtained through the Futsal A+ application. Thus, the research

findings not only describe quantitative improvements in playing skills, but also provide a more comprehensive understanding of how such improvements occurred during the implementation of the action.

Reflection was conducted at the end of each cycle as a reference for the next cycle. If the research objective of improving the futsal playing skills of NSM Valafa Academy students had been achieved, the research would have been declared complete. Quantitative data analysis was conducted using comparative descriptive analysis, comparing initial percentage data with Cycle 1 and Cycle 2. According to Sudijono (2012) the formula used to process percentage data is as follows:

$$\boldsymbol{P} = \frac{f}{N} \text{ x } \mathbf{100}\%$$

Description:

P = percentage of futsal playing skills

f = frequency or total score

N = total frequency or number of individuals

Table 1. Criteria for Action Success

Percentage of Action Success	Success Criteria
81% - 100%	Very Good
61% - 80%	Good
41% - 60%	Sufficient
21% - 40%	Poor
<20%	Very Poor

(Source: Arikunto, 2015)

RESULTS AND DISCUSSION

Quantitative Results

The following is a summary of the futsal-playing skill assessment data collected by NSM Valafa Academy students.

Table 2. Decision Making Assessment Data: Pre-Cycle, Cycle 1, and Cycle 2

Cycle	N	Min	Max	Total Score	Percentage
Pre-Cycle	14	20	83	866	61.9%
Cycle 1	14	33	100	974	69.6%
Cycle 2	14	50	100	1,089	77.8%

Based on Table 2, the decision making assessment results of NSM Valafa Academy KU-16 students (14 students) showed improvement after the implementation of the Teaching Games for Understanding (TGfU) method over two cycles. In the pre-cycle stage, the total score obtained was 866 with a percentage of 61.9%. After implementing the action in Cycle 1, the total score increased to 974, with a percentage of 69.6%. Subsequently, in Cycle 2, a further improvement occurred with the total score reaching 1,089 and a percentage of 77.8%. These results indicate that students' decision making ability improved gradually from the pre-cycle to Cycle 2.

Table 3. Skill Execution Assessment Data: Pre-Cycle, Cycle 1, and Cycle 2

Cycle	N	Min	Max	Total Score	Percentage
Pre-Cycle	14	33	84	863	61.6%
Cycle 1	14	42	100	993	70.9%
Cycle 2	14	66	100	1,131	80.8%

Based on Table 3, the skill execution assessment results of NSM Valafa Academy students also improved after the implementation of the action across two cycles. In the pre-cycle stage, the total score obtained was 863 with a percentage of 61.6%. In Cycle 1, the total score increased to 993 (70.9%), and in Cycle 2, it further increased to 1,131 (80.8%). These improvements indicate that students' skill execution ability also improved progressively following the TGfU learning process delivered over two cycles.

The following is a summary of the categorization data from the Futsal A+ application for the futsal-playing skills of NSM Valafa Academy students.

Table 4. Decision Making Category Results: Pre-Cycle, Cycle 1, and Cycle 2 (N=14)

Cycle	*Fail*	*Below*	*Average*	*Good*	*Very Good*	*Excellent*
Pre-Cycle	3	2	6	1	2	0
Cycle 1	3	1	2	5	2	1
Cycle 2	1	0	2	6	4	1

Based on Table 4, the decision making category results for NSM Valafa Academy students showed improvements from the pre-cycle to Cycle 2. In the pre-cycle stage, the majority of students were in the Average category with 6 students, followed by 3 students in the Fail category, 2 students in the Below category, 2 students in the Very Good category, 1

student in the Good category, and no students had yet reached the Excellent category. After implementing the action in Cycle 1, the number of students in the Good category increased to 5 students, and 1 student reached the Excellent category. The number of students in the Average category decreased to 2 students and the Below category decreased to 1 student, while the Fail category remained at 3 students.

In Cycle 2, the improvement in decision making ability became more evident. The number of students in the Good category increased to 6 students, Very Good increased to 4 students, and Excellent remained at 1 student. Meanwhile, the number of students in the Fail category decreased to 1 student and there were no students in the Below category. These results indicate that the majority of students had moved to higher categories after receiving two cycles of learning interventions.

Table 5. Skill Execution Category Results: Pre-Cycle, Cycle 1, and Cycle 2 (N=14)

Cycle	*Fail*	*Below*	*Average*	*Good*	*Very Good*	*Excellent*
Pre-Cycle	6	0	3	4	1	0
Cycle 1	4	1	0	4	4	1
Cycle 2	0	0	1	7	5	1

Based on Table 5, the skill execution category results of NSM Valafa Academy students also improved from the pre-cycle to Cycle 2. In the pre-cycle stage, the majority of students were in the Fail category with 6 students, followed by 4 students in the Good category, 3 students in the Average category, 1 student in the Very Good category, and no students had yet reached the Excellent category. After implementing the action in Cycle 1, the number of students in the Fail category decreased to 4 students, while the Very Good category increased to 4 students, and 1 student began to reach the Excellent category. Additionally, the number of students in the Average category decreased to the point where no students remained in that category.

In Cycle 2, the improvement in skill execution ability was even more apparent. There were no students left in the Fail or Below categories. The majority of students were in the Good category with 7 students, followed by Very Good with 5 students, and Excellent with 1 student, while 1 student remained in the Average category. These results indicate that students' skill execution improved significantly after the implementation of two cycles of action.

In this study, students were considered to have achieved mastery if they obtained a Good, Very Good, or Excellent category result in the Futsal A+ application assessment. Conversely, students who obtained the Average, Below, or Fail category were classified as not having achieved mastery. These criteria were used to determine students' success levels in the aspects of decision making and skill execution throughout the learning process.

The following is a summary of the mastery data for the futsal-playing skill assessment completed by NSM Valafa Academy students.

Table 6. Decision Making Mastery Data: Pre-Cycle, Cycle 1, and Cycle 2

Decision Making				
Cycle	**Mastered**	**Percentage**	**Not Mastered**	**Percentage**
Pre-Cycle	3	21.4%	11	78.6%
Cycle 1	8	57.1%	6	42.9%
Cycle 2	11	78.6%	3	21.4%

Based on Table 6, the mastery of decision making assessment results of NSM Valafa Academy students improved in each cycle. In the pre-cycle stage, only 3 students (21.4%) achieved mastery, while 11 students (78.6%) had not yet achieved mastery. After implementing the action in Cycle 1, the number of students who achieved mastery increased to 8 students (57.1%), while those who had not yet achieved mastery decreased to 6 students (42.9%). In Cycle 2, the number of students who achieved mastery increased again to 11 students (78.6%), while those who had not achieved mastery decreased to 3 students (21.4%). These data indicate that the action implemented was able to improve students' decision making ability, resulting in an increasing number of students achieving the mastery criteria.

Table 7. Skill Execution Mastery Data: Pre-Cycle, Cycle 1, and Cycle 2

Skill Execution				
Cycle	**Mastered**	**Percentage**	**Not Mastered**	**Percentage**
Pre-Cycle	5	35.7%	9	64.3%
Cycle 1	9	64.3%	5	35.7%
Cycle 2	13	92.9%	1	7.1%

Based on Table 7, the mastery of skill execution assessment results of NSM Valafa Academy students also showed quite significant improvement from the pre-cycle to Cycle 2. In the pre-cycle stage, 5 students (35.7%) achieved mastery, while 9 students (64.3%) had not

yet achieved mastery. After implementing the action in Cycle 1, the number of students who achieved mastery increased to 9 students (64.3%), while those who did not decrease to 5 students (35.7%). In Cycle 2, the number of students who achieved mastery increased significantly to 13 students (92.9%), while only 1 student (7.1%) had not yet achieved mastery. These results indicate that the implemented action was highly effective in improving students' skill execution, as evidenced by almost all students achieving the mastery criteria by Cycle 2.

In addition to the quantitative data obtained through the Futsal A+ application, this study also collected qualitative data through semi-structured interviews conducted at the end of each cycle. Interviews were conducted with the coach and one student selected purposively based on their involvement and activeness during the training process. Interview data were used to complement and strengthen the results of the playing skill measurements obtained through the Futsal A+ application.

Qualitative Results

In Cycle 1, based on the coach's interview results, the overall quality of training was still in an adjustment phase. Players were not yet accustomed to the larger proportion of game situations, and the training rhythm was frequently interrupted by freeze sessions for tactical evaluation from the coach. Player participation was considered quite active; however, off-ball movement was not yet adequate as many players tended to cluster in one area. Communication between players was also considered not yet optimal, including the goalkeeper's role in organizing the defense. The coach observed that tactical understanding only emerged during the discussion sessions in the freeze, but was not consistently applied when the game resumed, particularly in defensive transition and pressing. Regarding the use of the Futsal A+ application, the coach noted that data entry during matches remained difficult due to the fast pace of futsal, which occasionally disrupted the focus of the training observation.

From the student interviews, communication between players was also identified as the main obstacle, as players still tended to cluster in the same area and coordination errors frequently occurred. Nevertheless, the student considered that the coach's freeze method provided benefits as a direct means of correction for each incident on the field. The student also began to see improvement in their playing performance despite still being in an adjustment phase and considered the game-based training format more engaging than drill-based training, which tends to be monotonous.

In Cycle 2, the coach conveyed a more positive assessment of the training. Players had already understood the rhythm and flow of TGfU, so training was more closely aligned with the set targets. Off-ball movement improved, and team communication also increased, with players actively calling for the ball and the goalkeeper beginning to take a role in organizing the positions of players in front. The tactical understanding developed through the freeze sessions in Cycle 1 was considered to have begun to be applied directly on the field, including the speed of defensive transitions. Technical execution also improved as players more frequently received the ball in open space, allowing for better ball control. Decision making was considered calmer, with players already able to differentiate when to secure the ball and when to pass to a teammate in an open position. Regarding application use, the coach stated they had found a more efficient rhythm of observing the game while simultaneously entering assessment data.

Changes in students in Cycle 2 were reflected in their responses to the application of TGfU. Students reported that their understanding of game strategy had begun to develop, as evidenced by their ability to read teammates' and opponents' movements to determine the appropriate action, such as when to press, defend, or build an attack. Decision making in game situations also became more structured, as students were already able to read open space before deciding whether to pass or shoot. Team cooperation began to improve through increased communication and a better understanding of each player's role, although students acknowledged that individual errors still occurred. One note from the students was that developing basic technical skills felt slower than in drill-based training, as TGfU places greater emphasis on tactical application rather than technical drills.

Discussion

The results of this study indicate that implementing the Teaching Games for Understanding (TGfU) model over two cycles, with three sessions per cycle, produced measurable and consistent improvement in two aspects of futsal-playing skills among NSM Valafa Academy KU-16 students, namely decision making and skill execution. The improvement occurred gradually from the pre-cycle to Cycle 1, and subsequently from Cycle 1 to Cycle 2, indicating that students' cognitive and psychomotor adaptation occurred alongside the accumulation of playing experience in field game contexts. These quantitative findings are reinforced by interview data from the coach and students that consistently describe the development of the learning process across cycles.

In the decision making aspect, the group's total score percentage increased from 61.9% in the pre-cycle to 69.6% in Cycle 1 and 77.8% in Cycle 2. This pattern of gradual improvement is relevant to the learning mechanism built by TGfU, in which students are not immediately confronted with full game situations, but rather through game modifications that gradually increase in complexity. In each cycle, students gained repeated experience facing game situations that demanded tactical responses, thereby gradually building better situational recognition patterns (Ortiz et al., 2023). This was confirmed by the interview data, where the coach observed that in Cycle 1, tactical understanding only emerged during freeze discussion sessions but was not consistently applied when the game resumed, whereas in Cycle 2, the coach noted that directions given during freeze sessions in Cycle 1 had begun to be applied directly on the field. From the students' perspective, a similar development was reported independently, with Cycle 2 students already able to describe a more structured decision making process, such as reading a teammate's open position before deciding whether to pass or shoot. The mastery of decision making, which increased from 21.4% in the pre-cycle to 78.6% at the end of Cycle 2, demonstrates that the majority of students had become capable of making appropriate decisions in real game situations.

These findings are consistent with those of Ortiz et al. (2023), who found that the combined analysis of all interventions showed significant improvement in decision making for the TGfU group compared to the technical drill approach, with strong effects on decision making, skill execution, and tactical ability. In the context of futsal, an invasion game with a confined playing space, decision making quality is a critical factor because every player's action must be performed under very brief time pressure (Inns et al., 2023). The TGfU model facilitates this because the modified game situations designed in each training session place students in conditions that demand simultaneous tactical and technical responses. This is consistent with the findings of Robles et al. (2020), who showed that game-based interventions consistently improved decision making and skill execution compared to the technical drill approach.

In the skill execution aspect, significant improvement also occurred. The total score percentage increased from 61.6% in the pre-cycle to 80.8% in Cycle 2, with mastery reaching 92.9% at the end of the study. This data indicates that almost all students reached the Good, Very Good, or Excellent level in skill execution. The category distribution in Table 5 further confirms this change: in the pre-cycle, there were 6 students in the Fail category, while at the

end of Cycle 2, there were none in the Fail or Below categories. The greater improvement in skill execution compared to decision making can be explained by the characteristics of the TGfU intervention, which provided students with consistent, game-based modifications that provided contextual repetition to practice their technical skills in conditions relevant to real gameplay (Pan et al., 2023). The TGfU model guides students in understanding tactical application, making decisions, and executing skills, ultimately resulting in better game performance (Ortiz et al., 2023). This explanation is reinforced by the coach's observation in Cycle 2, who noted that technical execution improved indirectly because players who had already mastered finding open space received the ball in more controlled conditions, thereby improving passing accuracy and ball control.

An important finding from the data distribution in Cycle 1 is that despite the group's percentage improvement, 3 students remained in the Fail category for decision making. This indicates that not all students responded to the intervention at the same rate of adaptation; these differences may be influenced by prior playing experience, individual cognitive abilities, and the level of active student engagement during training sessions (Morris-Binelli et al., 2025). Interview data supported this finding consistently from two different sources: the coach observed that some players appeared hesitant in making decisions because they were accustomed to waiting for instructions from the sidelines, while students themselves reported that the beginning of Cycle 1 was experienced as a heavy adjustment phase due to the change in cognitive demands from technique-based to tactics-based game play. In Cycle 2, the number of students in the Fail category for decision making decreased to 1 student, indicating that the inter-cycle reflection and adjustment of the action plan in Cycle 2 had a more effective impact on students who had previously experienced obstacles. The coach confirmed this by stating that in Cycle 2, there were almost no significant obstacles from the players, and students were more willing to take the initiative and provide reasons for their choices during discussion sessions. These results are also consistent with the study by Saputri et al. (2025), which found that implementing TGfU through Soccer Like Games produced significant improvements in students' futsal-playing skills, covering aspects of decision making, skill execution, and support, as assessed using the GPAI. The similarity in improvement patterns between this study and that study reinforces the idea that the mechanism by which TGfU develops playing skills in invasion sports, including futsal, is consistent across contexts and age groups, despite using different assessment instruments (González-Valero et al., 2024).

The use of the Futsal A+ application as a digital assessment instrument developed from the GPAI concept contributed to this study. GPAI is designed to analyze individual game performance components such as decisions made, skill execution, and support, as well as overall game performance components, and has been tested for validity and reliability in invasion game categories (Oslin et al., 1998). By adapting GPAI principles into a digital system, the Futsal A+ application allows direct recording of player actions during the game and automatically processes the data into performance scores, enabling systematic recording and processing of player performance data compared to manual recording. The development of an application-based instrument for futsal playing skill assessment is consistent with the development direction undertaken by Andrianto et al. (2023) in designing an assessment application for young futsal athletes. In practice, the coach reported that in Cycle 1 the data input process was still difficult due to the fast pace of futsal, but by Cycle 2 the coach had found a more efficient rhythm in observing the game while simultaneously inputting data, indicating that digital instruments require an adaptation period before they can be operated optimally in the field.

Overall, the findings of this study provide empirical evidence that implementing the TGfU model in a youth futsal academy can measurably improve students' playing skills. The quantitative and qualitative data obtained in this study are mutually supportive, as the improvement in decision making and skill execution scores measured through the Futsal A+ application is corroborated by reports from the coach and students describing the development of tactical understanding, team communication, and the ability to read game situations across cycles. In this study, a total of six sessions over two cycles provided sufficient intervention duration to produce measurable change, although research with a longer duration has the potential to produce a greater impact, particularly for students who remained in the not-mastered category at the end of Cycle 2.

CONCLUSION

The results of the Sports Action Research (PTO) conducted over 2 cycles with 3 sessions per cycle indicate that the Teaching Games for Understanding (TGfU) model can improve the futsal-playing skills of NSM Valafa Academy KU-16 students. Improvement in futsal playing skills was observed in the two aspects assessed using the Futsal A+ application, namely decision making and skill execution. Students' ability improvements were demonstrated through improved assessment results in each cycle, as well as an increase in the

number of students who achieved mastery in the Good, Very Good, and Excellent categories. At the end of Cycle 2, the mastery of the decision making aspect reached 78.6%, while the mastery of the skill execution aspect reached 92.9%. These results indicate that the majority of students had become capable of making appropriate decisions and executing skills effectively in futsal.

Significant improvement in futsal-playing skills was evident in Cycle 2 results, with students' achievements surpassing both the pre-cycle condition and Cycle 1. The study was declared complete at Cycle 2 because the end of cycle reflection results indicated that the action implementation had produced a positive impact on students' futsal-playing abilities and had achieved the mastery standard previously set by the researcher (61%), or the Good category. Based on the results obtained, it can be concluded that the Teaching Games for Understanding (TGfU) model is effective in helping to improve futsal playing skills, particularly in the decision making and skill execution aspects, among NSM Valafa Academy KU-16 students.

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