



ORIGINAL SCIENTIFIC ARTICLE

DEVELOPING A BASKETBALL LEARNING MODEL USING THE TEACHING GAME FOR UNDERSTANDING (TGfU) APPROACH TO IMPROVE THE EFFECTIVENESS OF HOTS IN ELEMENTARY SCHOOLS

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Abstract

Study purpose. The researcher realizes that not all physical education teachers in elementary schools provide basketball lessons and some teachers still use conventional learning techniques. This study aims to determine the effectiveness of a basketball learning model with the TGfU approach to increase HOTS and reduce bullying.

Materials and methods. This study used a quantitative approach to test the validity of the content and constructs as well as the effectiveness of the learning model. The experimental subjects in this study were fifth-grade students totaling 165 respondents from 5 elementary schools in Central Java, Indonesia. Data analysis of small-scale trials used Explanatory Factor Analysis (EFA) path analysis, and that of large-scale trials used Confirmatory Factor Analysis (CFA) path analysis. The paired-samples t-test was used to analyze the effectiveness of HOTS and the reduction of bullying.

Results. The result of this study is a basketball learning model that utilizes the TGfU approach to increase HOTS and reduce bullying behavior in the form of a guidebook.

Conclusions. The developed model can increase HOTS and reduce bullying and will affect students' cognitive, affective and psychomotor learning outcomes. So that the learning model is easy, safe, and makes students more enthusiastic about learning.

Keywords: basketball lessons, bullying, higher-order thinking skills, teaching game for understanding.

Introduction

Learning basketball games based on Teaching Game for Understanding (TGfU) can improve Higher Order Thinking Skills (HOTS) and basketball games based on TGfU can also reduce bullying behavior greatly, almost every game activity at the provincial, national, and international levels, basketball games became one of the games of choice to be held because it can absorb the public's interest and is also rich in values and character strengthening in elementary schools (Barquero-Ruiz et al., 2021; García-López et al., 2019; Riyanto & Widiyanto, 2021). The basketball learning process consists of teaching

methods, time, and learning materials (Bavli, 2016). Learning models can be defined as ways or styles used by teachers to convey their messages to students on the field and in class (Gil-Arias et al., 2020; Mu'arifin et al., 2022; O'Leary et al., 2020).

Therefore, it is important to note that those who wish to develop basketball skills, learn how to do so using basketball materials. Basketball is a sport that is played in groups. A game is played between two teams of five players each, with each team competing for the higher points by shooting the ball into their opponent's ring (Jarrett & Light, 2019; Nathan, 2017; Pritchard & Morgan, 2022). To achieve optimal performance, individual players must possess several technical and tactical skills, express high-level motor skills, explosive power, speed, and agility (Bracco et al., 2019; Heemsoth et al., 2022; Levenberg et al., 2020). One or two hands can be used to pass the ball from player to player.

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However, adequate care must be taken when doing this to prevent the ball from falling into the opponent's hands. Players sometimes carelessly pass the ball to their teammates without resorting to some tactics to trick their opponents (Bavli, 2016; Jarrett & Light, 2019). Teachers are expected to choose suitable lessons such as the TGfU approach to teaching students the game of basketball. According to (Morales-Belando et al., 2021), TGfU is designed to focus on developing tactical decision-making within a game framework. Besides that, the TGfU approach can also increase HOTS and reduce bullying behavior (Barquero-Ruiz et al., 2021; Harvey et al., 2018; Wood, 2017).

Based on the results of research in elementary schools, it is known that physical education teachers do not use an approach model in learning basketball games but use conventional learning methods, besides that some elementary schools have also not implemented basketball learning due to equipment constraints. This makes the act of learning the game of basketball commonplace using common standards of behavior. The absence of an attractive approach model makes the game of basketball boring and uninteresting for students (Gubby & Wellard, 2016). This study implies that using a tactical approach to teaching students the game of basketball can develop their critical understanding and effective response to the dynamics and complexities of the game and can reduce bullying behavior in elementary schools.

Materials and methods

Study participants

The experimental subjects in this study were fifth-grade students totaling 165 respondents consisting of 5 elementary schools in Central Java, Indonesia. The subjects for the small-scale trial used 2 elementary schools with the research subjects totaling 35 fifth-grade students. Subjects for the wide-scale test used five schools by random sampling, both public and private schools. Research subjects with a total of 130 students.

Type of Research

This research is research and development. This study develops a product that is used in a learning approach using fifth-grade elementary school students. According to (Daryono et al., 2021; Healy et al., 2020; Huang et al., 2020; Mingaleva & Vukovic, 2020), research and development are defined as a method or technique used to produce and test the effectiveness of a particular product. Therefore, this study aims to develop basketball learning with the Teaching Game for Understanding (TGfU) approach to increase HOTS and reduce bullying behavior (Barquero-Ruiz et al., 2021; Harvey et al., 2018; Wood, 2017). Fifth-grade students of SD Se-Central Java became the data used in carrying out this research.

Data Collection Techniques and Instrument

Data collection techniques used questionnaires and tests, questionnaires were used to measure variable responses (Daryono et al., 2020; Setyadi et al., 2021) to experts in the form of Teaching games for understanding (TGfU) ap-

proaches and higher-order thinking skills (HOTS) in basketball learning. The data collection instruments consist of 1) Test instrument, a test in the form of multiple-choice (dichotomies 0 and 1) with five answer choices, which refers to indicators of higher-order thinking skills totaling 25 questions; 2) Validation sheet, carried out by two experts, namely: instrument expert for validation of test instruments and evaluation expert for validation of TGfU and HOTS assessments (Subay et al., 2019). Furthermore, the validation was carried out by three sports teachers to determine the practicality and response of teachers as teachers in the school environment (Riyanto & Widiyanto, 2021).

Data Analysis Techniques

The content validity analysis technique with quantitative analysis using the Aiken's V formula. The construct validity test uses path analysis. Explanatory Factor Analysis (EFA) on a small-scale test (Hazriyanto et al., 2019; Hidayat et al., 2018; Saifurrahman et al., 2021) and a large-scale test using Confirmatory Factor Analysis (CFA) Path analysis (Boonk et al., 2020; Hariyanto et al., 2022; Ye et al., 2021). The analytical technique to test the effectiveness of the learning model product on increasing HOTS and reducing bullying behavior uses an effectiveness test using pre-experimental research, and pre-test and post-test designs using paired-samples t-test.

Results

Product Test Results: Content Validity

Validation is done by giving text in the form of a validation sheet to instrument experts and evaluation experts, then analyzed using Aiken's V formula to calculate the coefficient of content validity. The results of the validation analysis of basketball learning experts consist of 20 question items (in Table 1).

Validation was carried out to see the content and effectiveness of the initial product for the three sports teachers and then analyze the items of the TGfU-based basketball learning test to increase HOTS and reduce bullying behavior according to the validator's assessment using the Aiken's V formula to calculate the content validity coefficient. While Table 2 shows the calculation of Aiken's V coefficient based on a sports teacher validation composed of 20 items.

Based on table 2, the results show that all multiple-choice items consisting of 20 items of the TGfU-based basketball learning test to increase HOTS and reduce bullying behavior items are in the valid category with the lowest index of 0.666667 and the highest 1.00. Interpretation is done using criteria less than 0.6 then the validity is said to be low, between 0.6-0.8 in the medium category, and if more than 0.8 is said to be high (Acevedo-De-los-Ríos & Rondinel-Oviedo, 2021; Kriswanto et al., 2022; Rusijono et al., 2020). The instrument validation for assessing the TGfU-based basketball learning model to increase HOTS and reduce bullying behavior consisted of 40 questionnaire items, all declared feasible to be used or tested.

Learning Model Trial: Construct Validity

Small-scale tests were carried out after obtaining validation approval from experts, both material expert valida-

Table 1. Results of the Validation Analysis of Basketball Learning Experts

Question Number	Coefficient V Aiken's	Criteria	Question Number	Coefficient V Aiken's	Criteria
1	0.888889	Eligible to use	11	1	Eligible to use
2	0.888889	Eligible to use	12	0.777778	Eligible to use
3	1	Eligible to use	13	0.888889	Eligible to use
4	0.888889	Eligible to use	14	0.888889	Eligible to use
5	1	Eligible to use	15	0.888889	Eligible to use
6	0.888889	Eligible to use	16	0.888889	Eligible to use
7	1	Eligible to use	17	0.777778	Eligible to use
8	0.888889	Eligible to use	18	0.888889	Eligible to use
9	0.888889	Eligible to use	19	0.777778	Eligible to use
10	0.666667	Eligible to use	20	0.888889	Eligible to use

Table 2. Results of the Validation Analysis of Sports Teachers

Question Number	Coefficient V Aiken's	Criteria	Question Number	Coefficient V Aiken's	Criteria
1	1	Eligible to use	11	0.777778	Eligible to use
2	1	Eligible to use	12	0.888889	Eligible to use
3	1	Eligible to use	13	0.888889	Eligible to use
4	1	Eligible to use	14	1	Eligible to use
5	1	Eligible to use	15	0.888889	Eligible to use
6	0.777778	Eligible to use	16	1	Eligible to use
7	0.777778	Eligible to use	17	1	Eligible to use
8	0.888889	Eligible to use	18	0.888889	Eligible to use
9	0.666667	Eligible to use	19	0.888889	Eligible to use
10	0.888889	Eligible to use	20	1	Eligible to use

Table 3. Total Variance Explained of Eigenvalues

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.781	36.130	36.130	5.781	36.130	36.130
2	3.528	22.051	58.182	3.528	22.051	58.182
3	2.983	18.641	76.823	2.983	18.641	76.823
4	1.532	9.573	86.395	1.532	9.573	86.395

Table 4. Rotated Component Matrix

Construct	Component			
	1	2	3	4
Passing Ball (A)	0.964	0.058	0.058	0.053
Dribbling Ball (B)	0.953	0.076	0.074	0.066
Putting the Ball in the Ring (C)	0.934	0.094	0.067	0.171
Defending Ball (D)	0.938	0.095	0.014	0.159
Game Appreciation (E)	0.089	0.924	0.070	0.066
Tactical Awareness (F)	0.065	0.911	0.068	0.055
Making Decision (G)	0.066	0.916	0.009	0.034
Skill Execution (H)	0.086	0.929	0.053	0.034
Problem Solving (I)	0.049	0.004	0.943	0.214
Decision Making (J)	0.033	-0.017	0.843	0.383
Critical Thinking (K)	0.083	0.242	0.732	0.041
Creative Thinking (L)	0.036	-0.012	0.940	0.249
Insulting (M)	0.064	0.353	0.052	0.727
Pushing (N)	0.098	-0.021	0.457	0.751
Hitting (O)	0.146	-0.021	0.253	0.935
Tempting (P)	0.194	-0.029	0.259	0.918

tion and practitioner expert validation, and were declared eligible for field trials. The small-scale field trial involved two public elementary schools with fifth-grade students. The data obtained from the small-scale trial were in the form of an evaluation based on the TGfU-based assessment aimed at increasing HOTS and reducing bullying behavior.

Based on the EFA test, the KMO value was 0.724 more than 0.50 (Hariyanto et al., 2022; Hidayat et al., 2018). The Bartlett test value with Chi-square is 1.097 and significant at 0.000, it can be concluded that the factor analysis test can be continued. Based on the output Eigenvalues in Table 3, from the nine variables analyzed, it turns out that the extraction results in four factors based on the eigenvalue >1 (Hazriyanto et al., 2019; Saifurrahman et al., 2021). The four factors can explain the variation of 86.395%.

Based on the output rotated component in Table 4, it is clear that those clustered in factor 1 are conformity to the curriculum, safe facilities, the opportunity to try basketball basic movements, and good communication in each team with a loading factor above 0.560. The indicators clustered on factor 2 are improving eye, foot, and hand coordination, according to the level and ability of students, TGfU is more fun and easy to do, each with a factor loading above 0.739.

While those grouped on factor 3 are responsive when catching a team's pass, able to make the right decisions to score, able to make decisions to prevent a score from happening, catch the right ball, each with a loading factor above 0.583. While those who grouped on factor 4 were kicking the feet, insulting, teasing, and pushing each with a loading factor of 0.636.

Based on the construct validity test or the feasibility of implementing the basketball learning model using a questionnaire instrument, with Explanatory Factor Analysis (EFA) it was found that the questionnaire instrument was by the content validity of the experts (Daryono et al., 2020; Hidayat et al., 2018). The assessment of the model using a questionnaire instrument was carried out by 3 judges or raters including physical education teachers to see if the model was easy, practical, and safe to use.

Field Test: Construct Validity

Qualitative input to the three items in the learning model carried out in the field, including it is necessary to arrange the language in the activity material in easy-to-understand language for physical education teachers. Revisions have been made to improve the language so that it is easy for teachers to understand the model users. Then the next step is testing the broad scale.

Based on the results of the analysis of Table 5, it was found that all items in the instrument were said to be reliable. It is said to be reliable because it meets the requirements that the standard loading is above 0.7 (based on Smart PLS-SEM calculations). Based on the table of construct reliability and validity, the AVE values of each HOTS, PB, and TGfU variable were obtained, namely 0.852, 0.666, 0.677, and 0.761. The AVE value >0.5 (Hariyanto et al., 2022; Hidayat et al., 2018) describes adequate convergent validity, which means

Table 5. Criteria for Calculating Construct Reliability (CR)

Items	Factor Loading	Construct Reliability	Decision
Passing Ball (A)	0.760	0.893	Reliable
Dribbling Ball (B)	0.829	0.893	Reliable
Putting the Ball in the Ring (C)	0.939	0.893	Reliable
Defending Ball (D)	0.751	0.893	Reliable
Game Appreciation (E)	0.854	0.927	Reliable
Tactical Awareness (F)	0.859	0.927	Reliable
Making Decision (G)	0.868	0.927	Reliable
Skill Execution (H)	0.908	0.927	Reliable
Problem Solving (I)	0.770	0.888	Reliable
Decision Making (J)	0.884	0.888	Reliable
Critical Thinking (K)	0.863	0.888	Reliable
Creative Thinking (L)	0.737	0.888	Reliable
Insulting (M)	0.945	0.958	Reliable
Pushing (N)	0.946	0.958	Reliable
Hitting (O)	0.945	0.958	Reliable
Tempting (P)	0.853	0.958	Reliable

that one latent variable can explain more than half of the variance of the indicators on average. While the Cronbach alpha values for each variable are 0.942, 0.841, 0.864, and 0.895 and the composite reliability (CR) values are 0.958, 0.888, 0.893, and 0.927 both aspects of reliability measurement are above 0.70 (Boonk et al., 2020; Saifurrahman et al., 2021), so the evaluation to measure the model structure on instrument reliability has been fulfilled. Following the model fit-table, the SRMR value or Standardized Root Mean Square, the value is $0.096 < 0.10$, then the model is fit. The output at the NFI value is 74.4%, which means that the model has been good at

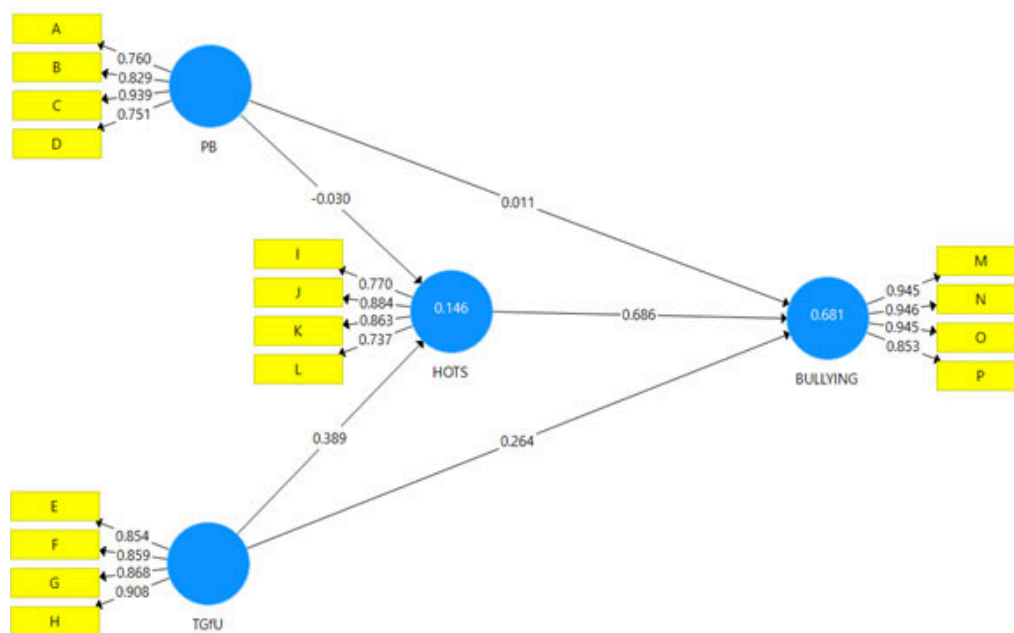


Fig. 1. Structural Model Path Coefficients

Table 6. Paired Samples Correlations

	Variable	N	Correlation	Sig.
Pair 1	Pre-Test and Post-Test	39	0.791	0.000

Table 7. Paired Samples Test

Variable		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-Test and Post-Test	-1,77E+06	511.012	.81827	-1.934.88	-1.603.58	-21.621	38	.000

measuring the variables studied. So it can be concluded that the fit model is met with the data.

Results of the Effectiveness Test of the Basketball Learning Model to Increase HOTS and Reduce Bullying Behavior

Based on the results of data collection from 4 meetings the basketball game learning model was presented to students, following the results of the pre and post-test differences about the effectiveness of the learning model to increase HOTS and reduce bullying behavior in two elementary schools in Central Java Indonesia, the data obtained are as in Table 6 and 7.

Based on the results of the study, the results of the mean difference between pre and post-tests were tested using t-test analysis, the results were $0.000 < 0.05$, so there was a significant difference in learning outcomes and student bullying behavior before and after being given the TGfU approach with the basketball learning model.

Discussion

This research resulted in the development of basketball learning based on the Teaching Game for Understanding (TGfU) to increase HOTS and reduce bullying behavior in elementary schools. Teaching Game for Understanding (TGfU)-based basketball learning to improve HOTS and reduce bullying behavior focuses on basketball basic motion materials such as dribbling, passing, catch, and shooting. The HOTS questions in this study consisted of 25 multiple choice questions with five answer choices including levels C4 (analyzing), C5 (evaluating), and C6 (making). The HOTS concept used in this study refers to the revision of the concept of HOTS in Bloom's Taxonomy.

The characteristics of multiple-choice questions calculated with the help of the Microsoft Excel program show that from the 25 items two questions are not valid. These results indicate that the quality of validity is good because the number of valid items is more than 50%. This means that HOTS questions can measure what should be measured. The average level of reliability of the item is 0.97, so it can be concluded that the item has a very strong level of reliability. The average difficulty level is 0.33 in the medium category. The average discriminatory power test is 0.42 in the good category, and the average discriminatory power index is 0.56 in the good category (Fudin & Hariyadi, 2020). This TGfU-based basketball learning can increase HOTS and reduce bullying behavior in elementary school students. Especially in the basic motion material of dribbling, passing, catch, and shooting. The test that contains higher-order thinking ques-

tions (HOTS) encourages students to think about the subject matter and can reduce bullying behavior (Wood, 2017).

Based on the results of the learning process obtained from student assessments through the assessment of the TGfU approach by practicing basketball games. The results of observations in this large-scale trial show that all the learning steps with the TGfU approach are in the good category. Activities carried out at the beginning of the teacher's learning provide a stimulus to students so that students and teachers interact with each other, before learning the basketball game the teacher provides theory in the basketball game before practicing in the field, after that students are able to respond and ask questions with the teacher, so that basketball game learning can be active and can increase HOTS and reduce bullying behavior in the learning process so that learning goes as expected.

This research is in line with the results of a study by (Barquero-Ruiz et al., 2021; Morales-Belando et al., 2021) which has given a positive response or as expected to the TGfU model where the level of suitability of the response reaches the very good category, both for aspects of the learning approach that have fulfilled the elements of active, innovative, creative, effective and psychomotor learning. Research (Bracco et al., 2019; Heemsoth et al., 2022) provides research recommendations that the response to this TGfU model believes that this TGfU model is very suitable for the objectives of physical education learning where the level of suitability of the response reaches above 75%. Based on the discussion, it can be concluded that sports education teachers gave a good response to the Teaching Games for Understanding (TGfU) approach, to be applied in (García-López et al., 2019; Harvey et al., 2018) sports learning. Based on the conclusions of this study, it is suggested that the TGfU approach can be used as an alternative in physical education learning. In particular, the suggestions in this study are addressed to physical education teachers to always be creative in achieving learning goals by utilizing various learning models.

Based on the results of data analysis and hypothesis testing that has been carried out by the TGfU model regarding students' Higher Order Thinking Skills (HOTS), this study is in line with the results of research by (García-López et al., 2019; Gil-Arias et al., 2020; Morales-Belando et al., 2021) that can improve the passing ability of elementary school students' sports and extracurricular learning. This shows that the basic concept of playing through the TGfU model has considerable effectiveness on the learning outcomes of basic technical training in sports and extracurricular

learning. The results of (Heemsoth et al., 2022) research have proven the theories that have been described above that the Teaching Games For Understanding model can improve the basic technical skills of sports and extracurricular learning, if given in the form of basic concepts of playing to students who take part in sports and extracurricular learning.

The TGfU learning model helps students to achieve learning goals by learning in groups and working together. This is in accordance with opinion that the concept of TGfU-based learning also places more emphasis on student activity. Students are able to develop not only most of their psychomotor skills but also their affective and cognitive domains are well developed (Licorish et al., 2018; Pondee et al., 2021). In addition, research is relevant to research conducted by the author, namely research from (Lameras et al., 2021; Levenberg et al., 2020) which examines the effect of the TGfU Learning Model in the Dodgeball Game on Throwing and Catching Skills. These results indicate that the Teaching Game For Understanding (TGfU) learning model using the dodgeball game media can improve and develop throwing and catching skills. Based on the fact that Teaching Game for Understanding is widely used for learning sports and games, there are still few studies showing the use of the TGfU learning model (Jarrett & Light, 2019; Pritchard & Morgan, 2022).

The final product of the TGfU-based basketball learning model to increase HOTS and reduce bullying behavior and can affect the learning outcomes of fifth graders, (Jayantilal & O'Leary, 2017; O'Leary et al., 2020) research also provides recommendations that TGfU can be applied to fifth grade elementary school students, namely being able to carry out active movements when learning physical education, doing dribbling, passing, catching, shooting in addition to cooperation, and honesty. Then in this TGfU approach, students are able to involve their cognitive, affective, and psychomotor aspects in basketball games such as games, appreciation games, tactical awareness, decision making, skill execution and performances (Heemsoth et al., 2022; Nešković, 2020; Pritchard & Morgan, 2022).

Students still need guidance from the teacher to understand the rules of playing basketball with the TGfU approach to increase HOTS and reduce bullying behavior. The steps for learning basketball games with the TGfU approach to increase HOTS and reduce bullying behavior consist of 6 steps, namely: Game, Game Appreciation, Tactical Awareness, Decision Making, Execution Skill, and Performance. The efficiency of using the TGfU-based basketball learning model is seen from the time of use, and learning resources. In terms of time, this learning media allows children to play according to the desired time.

The TGfU-based basketball learning model developed can be used as an alternative learning. Overcoming the limitations of teachers in delivering material, providing knowledge about active movement in learning to students so that they are able to apply movements in learning the game of basketball. This affects the learning of the TGfU-based basketball game, which is a learning environment that provides support and opportunities for students to make active movements in learning the game of basketball. Cheerfulness, sincerity, opportunities to work together, and honesty also provide a good learning environment for students.

Conclusions

The feasibility of the basketball learning model with the TGfU approach to increase HOTS and reduce bullying behavior in elementary schools can be said to be both content and empirically feasible. So that the learning model is easy, safe, and makes students more enthusiastic about learning. Effectiveness can be measured using the paired-sample t-test method to find out how much influence and improvement in student learning outcomes are given before and after the TGfU approach is given. The TGfU approach also shows that the basketball game is very well developed and increases HOTS and reduces bullying behavior. Because there is a significant difference before and after being given a learning model with the TGfU approach. This research is expected to be a reference for future researchers on how to increase HOTS and reduce bullying behavior among students in the learning process of physical education in elementary schools. The hope is that this learning material can be applied to alternative learning models that already exist.

Acknowledgement

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Conflict of interest

There is no conflicts of interest to declare.

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РОЗРОБКА МОДЕЛІ НАВЧАННЯ БАСКЕТБОЛУ З ВИКОРИСТАННЯМ ПІДХОДУ «НАВЧАННЯ ГРИ ДЛЯ РОЗУМІННЯ» (НГДР) ДЛЯ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ НАВИЧОК МИСЛЕННЯ ВИЩОГО ПОРЯДКУ (НМВП) У ПОЧАТКОВИХ ШКОЛАХ

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Авторський вклад: А – дизайн дослідження; В – збір даних; С – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 9 с., 7 табл., 1 рис., 39 джерел.

Мета дослідження. Автор дослідження усвідомлює, що не всі вчителі фізичного виховання в початкових школах проводять заняття з баскетболу, а досі використовують традиційні методи навчання. Метою цього дослідження є визначення ефективності моделі навчання баскетболу з використанням підходу НГДР для підвищення НМВП та зниження рівня булінгу.

Матеріали та методи. У цьому дослідженні використовують кількісний підхід для перевірки правильності змісту та структурних компонентів, а також ефективності цієї моделі навчання. Учасниками експерименту в цьому дослідженні були загалом 165 п'ятикласників із 5 початкових шкіл у Центральній Яві, Індонезія. Для аналізу даних маломасштабних випробувань використовували пат-аналіз «Аналіз пояснювальних факторів», а для аналізу даних великомасштабних випробувань використовували пат-аналіз «Аналіз підтверджувальних факторів». Для аналізу ефективності НМВП та зниження рівня булінгу використовували t-критерій Стюдента для парних вибірок.

Результати. Результатом цього дослідження є викладена у формі посібника модель навчання баскетболу з використанням підходу НГДР для підвищення НМВП та зниження рівня булінгу.

Висновки. Розроблена модель може підвищувати НМВП та знижувати рівень булінгу та впливатиме на когнітивні, емоційні та психомоторні результати навчання учнів. Таким чином, ця модель навчання є легкою, безпечною та додає унціям ентузіазму до навчання.

Ключові слова: заняття з баскетболу, булінг, навички мислення вищого порядку, навчання гри для розуміння.

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