

ENHANCING STUDENTS' DECISION-MAKING AND SKILL ACQUISITION USING HYBRID NONLINEAR PEDAGOGICAL MODELS IN INVASION GAMES

by Hari Yulianto, Pasca Tri Kaloka, Raden Sunardianta

ABSTRACT

Purpose: The present study examined the effect of hybrid nonlinear pedagogical models in physical education on improving decision-making and skill acquisition.

Material and methods. Over a 12-week period, the intervention group received physical education using hybrid pedagogical models, while the control groups completed physical education according to each school's existing curriculum. Previously devised for use with students, the decision-making and skill acquisition scales were implemented both before and following the program. Two- and one-way analysis of variance, paired sample t-tests, and a Pearson correlation analysis were used to compare the two groups.

The results. The research findings showed a significant increase in decision making and skill acquisition in the intervention group over control group. There is an increase in decision-making ability after being treated with invasive game learning based on nonlinear pedagogy. This is indicated by the results of two-way Analysis of variance (ANOVA), one-way ANOVA, and paired sample t-tests, which have a value of $F < 0.05$ ($F = 0.000 < 0.05$) and $p < 0.05$ ($p = 0.000 < 0.05$). An increase was also seen in the Skill Acquisition ability after being given the nonlinear pedagogy-based invasion game learning treatment. This is indicated by the results of two-way ANOVA, one-way ANOVA, and paired sample t-tests, which have a value of $F < 0.05$ ($F = 0.000 < 0.05$) and $p < 0.05$ ($p = 0.000 < 0.05$).

Conclusions. Physical education learning with hybrid nonlinear pedagogical models in invasion games could effectively promote both students' decision making and skill acquisition. These findings encourage physical education teachers to employ learning strategies. Additionally, the effects of nonlinear pedagogy are investigated.

Kata Kunci: *Decision making, skill acquisition, primary school students, nonlinear pedagogy*