

ORIGINAL RESEARCH

Team games tournament cooperative learning: Can it improve volleyball learning skills?

Mihran Mihran¹, Yudik Prasetyo¹ , Silvi Aryanti² 

¹ Faculty of Sport and Health Sciences, Universitas Negeri Yogyakarta, Indonesia. ² Physical Education, Health and Recreation, Faculty of Teacher Training and Education, Universitas Sriwijaya Indonesia.

Abstract

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Team Games Tournament is one of the methods used to solve a problem in physical education learning. This study aims to improve the learning skills of eighth grade students of SMP Negeri 02 Bima City in learning physical education and sports material for volleyball games. The research method uses the Classroom Action Research (CAR) method by interpreting the data and comparing the results of each cycle with a percentage approach to measure the achievement of the results of the actions taken. The subjects in this study were 32 grade VIII students of SMP Negeri 02 Kota Bima consisting of 14 male students and 18 female students. The results of the study are as follows. (1) The average student learning activity classically (overall) has increased by 17.4 from initial observations to meetings I, II, III, namely: from 33.8 (moderately active category) increased to 51.2 (very active category) (2) The classical average of student learning outcomes (overall) is the result of meetings/actions I, II, III, namely: from 31.25 (good category :10 students). 12.50 (low category: 4 students) and 56.25 (medium category: 18 students) The percentage of classical student learning outcomes (overall) is 43.49%, namely: from initial observation to meeting/action I, II, III that is with moderate category.

Keywords: Cooperative learning, TGT, volleyball game.

Introduction

Physical education is basically an integral part of the overall education system. Therefore, the implementation of physical education must be directed to achieve these goals. Fantiro et al. (2021) explains that sports are included in one of the physical learning activities that must be carried out by each student in one meeting a week. Physical education is carried out from the lowest level to the higher level, namely SD, SMP, SMA. Physical education taught in schools has an important role in providing opportunities for students to learn through physical activities. Mustafa (2021) says that physical education and sports are held as part of a regular and continuous educational process to acquire knowledge, personality, skills, health, and physical fitness. Mustafa

(2022) reveals that Jamsnai education is physical education that provides special opportunities for students' physical, cognitive, social and affective development that can make a real contribution to a truly holistic education.

In the application of physical education learning in schools there are various kinds of sports that are applied, one of which is learning big ball with volleyball learning material. Azizah & Sudarto (2021) includes volleyball in learning at school. Azizah continued, revealing that one of the most popular sports today is volleyball, because it can be done by all groups, both men and women. One of the places where people can do sports activities is at school. Simbolon et al. (2021) said that volleyball is a complex game, because it requires very reliable motion coordination to carry out all movements in volleyball. He continued, explaining that learning volleyball basically

✉ Mihran e-mail: mihranpejuang@gmail.com

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has basic techniques, one of which is the basic technique of passing, all of which must also be considered in the application of learning in schools. One of the materials taught in physical education is volleyball. Volleyball game is a team game consisting of two groups that will compete against each other, where each group consists of 6 people occupying their respective plots which are limited by a net, each group must try to hit the ball over the net and will get 1 point if the ball is successful. fall down. to the opponent's square (meeting point) (Jumadi et al., 2021).

Talking about the explanation above, physical education is taught from elementary to high school and there is volleyball learning that is applied. The author made initial observations at the Junior High School 02 Bima City, especially for class VIII students. In volleyball learning there is one problem that is considered important to be solved, namely many students find it difficult to carry out the movements in the volleyball game. results above the KKM (Minimum Completeness Criteria). Students find it difficult to do the attitudes and steps in making movements in volleyball games. Based on the results of the observations expressed above, it is necessary to develop a method to convey material about volleyball games so that students' academic scores are able to pass the KKM. One method that is considered good to solve this problem is the Time Games Tournamanet (TGT) learning model.

Team Games Tournament is a learning model that is applied by means of games or games to solve an existing problem. Irwanto & Setyaningsih (2020) revealed that the Teams Game Tournament (TGT) was carried out by means of students being formed in groups to help each other in understanding the material and doing assignments as a group and combined with competence between members in the form of games. Cooperative learning model TGT (Teams Games Tournament) is a cooperative learning model that is easy to apply, involves the activities of all students without any status differences, involves the role of students as peer tutors and contains elements of games and reinforcement (Prakoso & Sembiring, 2022). Yahya & Arham (2021) explains that TGT Based on the results of research conducted on the experimental group (TGT type cooperative learning) and the control group (conventional learning) the results show that the TGT (Team Games Tournament) type cooperative learning model is better in an effort to

improve passing skills. under volleyball games in physical education learning. Fitron & Mu'arifin (2022) explains that TGT learning with modified ball throwing jump games on locomotor motion material for grade 3 elementary school, with products that have been produced in the form of guidebooks and learning videos that are implemented improve learning outcomes.

The existing problems, the teacher will carry out Classroom Action Research (CAR) with an experimental approach using a learning model. The problem of mastering the volleyball game will be solved through a team games tournament learning model approach by being given simpler and more fun exercises and supporting the mastery of the volleyball game gradually so that movements from simple to complex can be carried out correctly. With the TGT model approach, it is hoped that it can improve the mastery of volleyball game skills in grade VII students of SMPN 02 Bima City.

Methods

This study uses a Classroom Action Research design. The research subjects were students of class VIII SMP Negeri 02 Bima City, totaling 38 students. Taking this subject is based on physical education subjects for volleyball game skills. The data collection technique used is a test to reveal the success of student learning outcomes by applying the TGT method in volleyball learning activities for class VIII students of SMPN 02 Bima City and non-test, namely, this is done by observation. Observation is used to answer the problems posed in this study. Observation sheets are used to observe teacher performance and student activities when learning is carried out by observations carried out by peers and by tutors. The non-test technique for data collection uses an observation guide for qualitative data collection techniques.

Results

This research was conducted in two cycles, each cycle is described as follows:

Cycle I

In the first cycle action plan, the teacher applies the Team Games Tournament learning model, with this learning model it is attempted to assist students in improving their learning outcomes, especially in the affective and

psychomotor aspects. The first cycle was carried out in 2 (two) meetings. Before the first cycle was carried out, the researchers carried out several stages of preparation, including: Making a Learning Implementation Plan (RPP). Timing of class actions. Divide the 35 students into 5 groups, each group consisting of 7 people with the criteria for the value or achievement of children in the class. Prepare teacher and student observation sheets and evaluation sheets. Make the steps for learning the Team Games Tournament model as follows: 1) delivery of material about the volleyball game, 2) team learning, namely students are divided into team groups, 3) tournament, namely students in each team group practicing passing over in the game volleyball, 4) the teacher takes student scores based on the group of teams, and the winning team is the one that manages to exceed the predetermined criteria. At this stage, actions will be carried out in the form of implementing a practice test of student knowledge in volleyball games. In carrying out this action activity the teacher refers to the Learning Implementation Plan (RPP) that has been made by the researcher which contains the steps for learning Team Games Tournament.

Description of First Meeting Data

Student learning activity data is in accordance with the categorization of learning activity values through the Team Games Tournament model, as shown in Table 1.

From Table 1, it can be seen that from 32 students there were 4 students in the very active category, 13 students in the active category, and 15 students in the moderately active category. After the observation and evaluation activities were carried out, the researcher reviewed the results of the implementation of the action and discussed the shortcomings and learning barriers in the first cycle. There were several problems that the

researcher could conclude from the findings at the first meeting, as follows: Students did not understand the process well, learning using the TGT type cooperative learning model. The enthusiasm and seriousness of students are still low in paying attention to the explanations and demonstrations given by the researcher. Students are still confused and have not seriously worked together to learn in groups. There are too many group members in each group, so that each student does not get enough time to practice the material, especially in using the tool (ball) in the group training process. Cycle I has not met the target desired by researchers in learning volleyball games.

Cycle II

In the second cycle of action plans the teacher applies the Team Games Tournament learning model, with this learning model trying to help students improve their learning outcomes, especially in the affective and psychomotor aspects. The first cycle was carried out in 2 (two) meetings. Before the first cycle was carried out, the researchers carried out several stages of preparation, including: Making a Learning Implementation Plan (RPP). Timing of class actions. Divide the 35 students into 5 groups, each group consisting of 7 people with the criteria for the value or achievement of children in the class. Prepare teacher and student observation sheets and evaluation sheets. Make the steps for learning the Team Games Tournament model as follows: 1) delivery of material about the volleyball game, 2) team learning, namely students are divided into team groups, 3) tournament, namely students in each team group practicing passing over in the game volleyball, 4) the teacher takes the students' scores based on the group of teams, and the winning team is the one that exceeds the predetermined criteria.

Table 1
Category data classified learning activities meeting I.

No	Criteria	Category	Number of Student	Percentage	Average
1	$x \geq 48$	Very active	4	12.5%	
2	$40 \geq x < 47$	Active	13	40.6%	
3	$32 \geq x < 39$	Active Enough	15	46.9%	42.0
4	$24 \geq x < 31$	Less Active	0	0.0%	
5	$x < 23$	Very Less Active	0	0.0%	
SUM			32	100%	

Table 2

Category data classified learning activities meeting II.

No	Criteria	Category	Number of Student	Percentage	Average
1	$\bar{x} \geq 48$	Very active	15	46.9%	
2	$40 \geq \bar{x} < 47$	Active	9	28.1%	
3	$32 \geq \bar{x} < 39$	Active Enough	8	25.0%	46.6
4	$24 \geq \bar{x} < 31$	Less Active	0	0.0%	
5	$\bar{x} < 23$	Very Less Active	0	0.0%	
SUM			32	100%	

Description of Second Meeting Data

Student learning activity data is in accordance with the categorization of learning activity values through the Team Games Tournament model, as shown in Table 2.

During the learning activities, the researcher acts as an observer who records the observation sheet on the observation guide. The results of observations in cycle II especially at the first and second meetings of student activities were not good enough to respond and understand to participate in teaching and learning activities. Student activity when participating in the learning process shows a fairly active category. Based on the results of observations, it is known that student learning activities are still not as expected or it is said that there needs to be an increase in this activity, it can be seen from the student observation sheet which shows that the average student learning activity is quite active. This activity is still dominated by active students, while those who are passive tend to just pay attention. This is due to individual differences in each student. Those who are active are the majority who have achievement in class, while those who are passive are those who have less or moderate achievement and they tend to be less confident in their abilities.

Cycle III

In the action plan cycle In the action plan for the third meeting, learning activities continue to use the Team Games Tournament learning model, with this learning model it is hoped that it can help to improve student learning outcomes. Similar to the previous cycle, the researcher prepared an implementation plan for passing lessons in volleyball. The formulation of the steps in developing alternative problem solving based on implementation and reflection at the second meeting carried out, includes: (1) making scenarios and lesson

plans using the TGT type cooperative learning model with volleyball games, (2) preparing a strategy for implementing the cooperative learning model type TGT in the implementation of volleyball game learning materials, (3) preparing the facilities and infrastructure needed in the volleyball game learning process, (4) dividing and preparing student study groups, of 32 students divided into 5 groups, and (5) preparing instrument for observing student learning activities and evaluating student learning outcomes in following the learning process.

After the observation and evaluation activities were carried out, the researcher reviewed the results of the implementation of the actions that had been given at the third meeting and the results were made in the form of a report on the results of the research, and then recommended as a suggestion for action in the physical education learning process, especially on the basic technical material of the boa volleyball game. This third meeting remained the same as the previous cycle, which was aimed at improving student learning outcomes in physical education learning the subject of volleyball games, in this third meeting 90% of the students were already familiar with the applied learning model. When carrying out the practice activities of playing volleyball, they were very enthusiastic and during the evaluation there were no significant obstacles.

Explanation of Improvement in Each Cycle of Research Data (Student Learning Activities)

The increase in the average (\bar{x}), percentage (%) and categories of volleyball learning activities for class VIII class VIII students of SMP Negeri 02 Bima City in the 2019/2020 academic year, from initial observations to Cycle I The first, second and third meetings can be presented as follows. Increased Average (\bar{x}) Student

Learning Activities. The increase in the average (\bar{x}) of student learning activities classically (overall) volleyball games for class VIII students of SMP Negeri 02 Bima City, Academic Year 2019/2020.

Based on Table 4, the increase in the average (\bar{x}) of classical student learning activities (overall) can be explained that from the initial observation to the first meeting there was an increase of 8.2, from 33.8 (moderately active category) increased to 42.0 (active category). from cycle I to meeting II increased by 4.6, from 42.0 (active category) to 46.6 (active category). from cycle II to meeting III it increased by 4.6, from 46.6 (active category) to 51.2 (very active category). From the initial observation to the third meeting, there was an increase of 17.4, from 33.8 (moderately active category) to 51.2 (very active category).

Increase in percentage (%) of student learning activities

Table 5 presents the increase in the percentage (%) of student learning activities classically (overall) volleyball

games for class VIII students of SMP Negeri 02 Bima City, 2019/2020 Academic Year.

Based on Table 5, the increase in the percentage (%) of classical student learning activities (overall) can be explained that, from the initial observation to the first meeting there was an increase of 13.7%, from 56.4% (enough active category) increased to 70.0% (active category). From the first meeting to the second meeting, it increased by 7.7%, from 70.0% (enough category) to 77.7% (enough category). From the second meeting to the third meeting, it increased by 7.6, from 77.7% (enough category) to 85.4% (good category). From the initial observation to the third meeting, there was an increase of 29.0%, from 56.4% (very poor category) to 85.4% (good category).

Increased Category of Student Learning Outcomes

Descriptive statistical data on the basic skills of volleyball students at SMP Negeri 02 Bima City, the lowest score (minimum) 35.00, the highest score (maximum) 51.00, the mean (mean) 43.49, the mean (median) 44.00, the frequent occurrence (mode) 41.00, standard deviation (SD) 4.43. The complete results can be seen in Table 6.

Table 3
Category data classed learning activities meeting III.

Criteria	Category	Number Of Student	Percentage	Average	Criteria
1	$\bar{x} \geq 48$	Very active	18	46.9%	
2	$40 \geq \bar{x} < 47$	Active	10	28.1%	
3	$32 \geq \bar{x} < 39$	Active Enough	4	25.0%	46.6
4	$24 \geq \bar{x} < 31$	Less Active	0	0.0%	
5	$\bar{x} < 23$	Very Less Active	0	0.0%	
SUM			32	100%	

Table 4

Average increase of student learning activities classic (Overall).

Stages	(\bar{x}) Criteria Learning Activities	Student Activity	Improving Student Learning Activities			
			Observation Beginning to meeting I	Cycle I to meeting II	Cycle II to meeting III	Observation Beginning to meeting III
Beginning Observation	33.8	Active Enough	8.2	4.6	4.6	17.4
Meeting I	42.0	Active				
Meeting II	46.6	Active				
Meeting III	51.2	Very active				

Table 5

Increase in percentage (%) of student learning activities classic (Overall).

Stages	Criteria Learning Activities (\bar{x})	Student Activity	Improving Student Learning Activities			
			Observation Beginning to meeting I	Observation Beginning to meeting I	Observation Beginning to meeting I	Observation Beginning to meeting I
Begining Observation	56.4	Very less	13.7			
Meeting I	70.0	Less		7.7		
Meeting II	77.7	Lees			7.6	
Meeting III	85.4	Good				29.0

Table 6

Descriptive statistics of basic skills in volleyball for students of SMP Negeri 2 Bima City.

	Statistics
N	32
Mean	43.4857
Median	44.0000
Mode	41.00
Std. Deviation	4.43496
Minimum	30.00
Maximum	51.00

Discussion

The result of classroom action research is an increase in students' abilities in volleyball games past the KKM score. The results showed that the TGT learning model was able to improve students' abilities in cycle III. In line with preliminary research, the TGT learning model is able to increase the effectiveness of learning, Hidayat (2018) explains that the TGT (Team Game Tournament) model is to improve students' skills in playing volleyball, especially top service. Researchers are interested in using this model because a student together with his group can try volleyball matches with other groups, with a note that they are required to do top service. Laksana et al. (2021) explains that the TGT (Teams Games Tournament) type cooperative model is part of cooperative learning, where after the presence of the teacher students are divided into groups to discuss and complete the material provided by the teacher to improve the ability of passing down in volleyball games. Chardynal et al. (2022) revealed that the achievement of students who met the passing chest past

requirements following the TGT type cooperative learning model was very significant compared to the achievement of learning passing chest passes using conventional. Based on the results of the study, it is recommended to apply it to other materials in physical education learning and including the application of special learning models, so that it can be widely known the pros and cons of implementing the TGT type cooperative learning model in learning.

TGT (Team Games Tournament) learning is a type of learning that emphasizes students learning in heterogeneous groups consisting of 3 or 5 people. Heterogeneous groups including the level of academic ability, gender, ethnicity (race), and social status are considered the most effective in improving learning outcomes (Saputra, 2020). Jumadi et al. (2021) said that the effect of giving the TGT learning model turned out to be a significant increase in the experimental group students of 48.12% and 49.10% while the control group was 1.09% and 14.87, respectively. This proves that the provision of the TGT learning model has a significant effect on the learning outcomes of passing down and passing over volleyball. Sanjaya (2021) explained that based on the results of the analysis, it was concluded that the activity and learning outcomes of backstroke swimming increased through the implementation of the TGT type cooperative learning model for students. From the results obtained, it can be suggested as an alternative learning model by implementing the TGT type model because it can increase learning activities and outcomes.

In its activities, TGT applies tournament-based group games or competitions in the delivery of material, while TGfU applies modifications to the game. TGT provides more space exploration for students because students will

apply their knowledge and skills in groups (Artha et al., 2020). Sunadi & Setiawan (2022) revealed that the conclusion in this study is that there is no effect of the TGT learning model on the learning motivation of junior high school students in floor gymnastics. If it is seen from the average comparison of pretest and posttest scores, there is an increase so that the TGT model can be used in learning floor gymnastics. There is an increase in passing under volleyball using the TGT learning model, it can be concluded that there is a significant difference between the scores of students who have not received the treatment of the TGT cooperative learning model and those who have received the treatment of the TGT cooperative learning model of students in improving volleyball under passing skills (Septiana et al., 2022)

Conclusions

Based on research conducted for three cycles as well as discussion and analysis, it was concluded that there was an increase in volleyball game skills through the Team Group Tournament model approach to seventh grade students at SMPN 02 Bima City. Even though the results of the research are increasing, this research has limitations, namely it only focuses on one class because it is classroom action research. The author hopes that the results can be used as a reference for applying the TGR model in physical education learning in other sub-materials so that there is no learning difficulty felt by students. For further research, the author also suggests adding another learning model with a larger sample.

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