Advances in Health Sciences Research, volume 29
The 3rd International Conference on Sports Sciences and Health 2019 (ICSSH 2019)

Influence of TGT (Teams Games Tournament) Cooperative Model on the Hang Style in Long Jump Learning

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***Abstract*—The general objective of this study was to obtain an overview of the TGT type cooperative learning model used by a physical education teacher in an effort to improve style abilities in the long jump. In this study the author uses the experimental method as a way of solving problems, and looks for answers to the hypothesis proposed. The object of this study was gifted 47 students who supported. Based on the results of the research and statistical calculations of the data obtained in this study, the authors can conclude that: (1) the TGT cooperative learning model has participation in the learning outcomes of the new style long jump. From the average value of the initial test is 4.16 and the final test is 6.16. Then the difference between the initial test and the final test is 2.00. Thus there is an increase between the initial test and the final test that is increasing (significant). (2) The magnitude of the influence of the TGT cooperative learning model on long jump learning outcomes in accordance with the increase, it turns out that the value of t count = 17,241 is in the hypothesis acceptance area which> (more than) t table = 1,711. Thus, the added value of long jump learning outcomes is very significant.**

Keywords— Cooperative Learning Model, Team Games Tournament (TGT), Hang Style Long Jump

I. INTRODUCTION

Teaching is not a bright task for a teacher, but a very complete task, including as a facilitator and distributor. In teaching the teacher must arrangement with a group of students. The students need direction and guidance to get to maturity, be responsible for themselves, have good personalities and have noble and moral character. Likewise in applying physical education lessons that are essentially to produce holistic changes in individual qualities, both in physical, mental and emotional terms and also explain that physical education treats children / students as a whole, whole being, rather than just thinking of someone as a separate quality physical and mental. As stated [1]. Physical education is a process of education of a person as an individual or member of the community carried out consciously and systematically through various physical activities to obtain physical growth, health and physical fitness, abilities and skills, intelligence and development of character and harmonious personality in the framework of establishing a quality Indonesian human being based on Pancasila. Effective teaching depends on the readiness of the teacher to manage and create environmental conditions or systems that support and enable the cooperative learning process. Effective learning depends on the full meaning of learning as feedback from teaching, so that maximum effectiveness is achieved.

Long jump is one branch of sports games taught in physical education. The long jump is taught at all levels of education. From some of the basic techniques in the long jump given at school, there is one basic technique as the main key in the game, which is repulsion technique, because basically repulsion greatly affects the height of the body when forming the above style, and whether or not the jump is far. This is influenced by the driving force at the start, especially in the last 3 steps. This is in accordance with the opinion [1] Significant correlations revealed that the less the downward velocity at touchdown at the end of the third-last stride, and the less this velocity is changed by the vertical forces transmitted via the supporting foot, and the shorter the duration of the next flight phase, the greater the distance of the jump. Therefore avoid the floating phase that is so high and try to focus on the last step so that it is stronger and faster. [2] menjelaskan bahwa the influence of leg stilness is comparable to that of the angle of attack A stiffer leg leads to faster repulsion and thus at a lower angle of attack to a loss in horizontal velocity and jumping distance. In contrast, a softer leg cannot produce the necessary vertical impact.

Based on the results of the researchers' initial observations that the long jump learning that was taught had not fully paid attention to the freedom of a student in exploring his abilities and in repeated learning often students had to wait their turn to do the motion assignments given by the teacher. So that this has an impact on the emergence of emotional students namely boredom and accompanied by lack of seriousness in learning activities and can adversely affect learning outcomes. Whereas for children of the age level it is still dominated by the playing period so that the teacher must adjust to the age of development of students.

One of the learning models that has recently been usually discussed is the cooperative learning model. [3] Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. Students work together to learn and are responsible for their teammates' learning as well as their own.

The principle of cooperative learning itself is where students work in small groups to help each other in learning subject matter. [5] suggest the effects of achievement from cooperative learning have focused not only on documenting the effects of this method on achievement but also on understanding what conditions positive effects will tend to be more visible.[4] Cooperative learning is generally defined as a teaching arrangement in which small, heterogeneous groups of students work together to achieve a common goal. Students encourage and support each other, assume responsibility for their own and each other's learning, employ group related social skills, and evaluate the group's progress. The basic elements are positive interdependence, equal opportunities, and individual accountability. Human beings are social creatures by nature and cooperation has been used throughout history in all aspects of our lives.

Therefore, it follows that cooperative learning groups in schools would be used as a logical teaching method. Although in the implementation of cooperative learning it consists of various types. One of them is the type of Teams Game Tournament (TGT). Then [5] The pattern of research findings supports the utility of cooperative learning methods in general for increasing student achievement, positive race relations in desegregated schools, mutual concern among students, student self-esteem, and other positive outcomes. The various cooperative learning methods are contrasted in terms of characteristics and outcomes, and the next steps for research in this area are outlined.

Many aspects of this cooperative learning model type TGT contribute to the ability of the basic techniques of the hanging long jump style. Because in this type of learning students are required to cooperate with each other, active and responsible for themselves and their groups. In addition, in this TGT learning students are faced with a game and competition, so that the students' willingness and ability changes. With this learning model, it is expected that students' freedom and activity will increase, so that students become happy in attending the lesson.

II. METHOD

Method is an effort to achieve the research objectives. In this case, after various considerations, an experimental method was employed in this research. According to [6], experiment is an observation under artificial condition where it was made and arranged by the authors.

Based on the description, experimental method is a direct attempt to investigate a causality. Therefore, in this research, a direct experimentation was conducted in order to investigate the causality of Model Cooperative TGT Type and its influence on the hang style long-jump learning.

III. RESULT & DISCUSSION

Data acquired in this study came from the scores acquired through the form of the hanging style long jump test. So that the data acquired can provide an answer to the hypothesis proposed, then after the data is identified the next step is to process and analyze data using statistical formulas which include testing for normality, and significance and hypothesis testing so that answers can be found from the problem statement and can prove the hypothesis proposed. For more details about the results of data processing, the author informs the following sections.

A. The average value and standard deviation

The average value and standard deviation of each test can be seen in the table below.

TABLE I. AVERAGE AND STANDARD DEVIATION OF THE VALUE OF THE PRE-TEST AND POST-TEST

	Test		
	Period	***Average***	***SD***
Cooperative Learning Model with TGT type	Pre-test	4,16	1,31
	Post-Test	6,16	1,65
	Enchancement	2,00	0,58

B. Normality Test of Pre-Test and Post-Test Data

After the average value and standard deviation are known, the next step is to test the normality of the data using the Lilliefors statistical test. The results of testing the normality of the initial test data and the final test sample are presented in the following table 2.

TABLE II. VALUE AND PRE-TEST TEST AND POST-TEST DATA T

	Test			
	Period	***Average***		***Interpretation***
Cooperative Learning Model with TGT type	Pre-test	0,111	0,173	Normal
	Post-Test	0,137	0,173	Normal

Based on the table above, it can be seen that the value of the Pre-test and the Post-Test of both groups of samples is smaller than the value at the 0.05 level, meaning that the data is normally distributed.

C. Significance Test Result

After it is known that the data from each test are normally distributed, then the next step is to increase the test using the t test. The results of the calculation of the increase in the two groups of samples are presented in the following table.

TABLE III. VALUE AND PRE-TEST TEST AND POST-TEST DATA T

	Interpretation		
Cooperative Learning Model with TGT type	17,241	1,711	*Significant*

From the table above, in the value group T-Score = 17,241 and the value t table at the real level ( ) = 0,05 in dk (n - 1) = 46 obtainedttable = 1.711. Thus it T-Score is outside the interval (17,241> 1,711). Then it can be interpreted that there is a significant difference after being treated by using the cooperative learning model TGT type.

From the discussion of the above research shows that the TGT cooperative learning model has a positive impact on learning long jumps, especially in the hanging long jump style. This is because the Teams Games Tournaments (TGT) type is cooperative learning that involves all student activities without

any differences in status, involving the role of students as peer tutors while the special characteristics of this learning method are the media used namely by using games or games contested through tournaments, this allows students to foster responsibility, cooperation, fair competition and learning involvement [9]. More visible differences and improvements from the basic techniques of long jump in students if the learning presentation using the TGT cooperative learning model can be used as an alternative to increase student motivation in fun and challenging activities [10].

IV. CONCLUSION

Based on the results of research on the influence of the TGT cooperative learning model on the learning outcomes of hanging style long jump and data analysis in the previous chapter, a number of things can be summarized as follows. The TGT cooperative learning model has a positive effect on the learning outcomes of the hanging style long jump, seen from the increase in learning outcomes after using the model. The magnitude of the influence of the TGT cooperative learning model on the learning outcomes of the hanging style long jump is evidenced by the improvement test which shows significant results at the real level ( ) = 0,05 (tScore > ttable yaitu 17,241 > 1,711).

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