

# Improvement of Learning Outcomes Through Team Games Tournament (TGT) Learning Model to the Physical Activity of Class XI IPS 2 SMA Negeri 5 Bukittinggi

Liza

Faculty of Sport Science, Universitas Negeri Padang, Padang, Indonesia  
Corresponding author. Email: [lizaaza@fik.unp.ac.id](mailto:lizaaza@fik.unp.ac.id)

## ABSTRACT

This research aims to improve the activities and sports of physical education and health students through the application of the Team Model tournament games in the subject volleyball game. This research is a class action research conducted at SMA 5 Bukittinggi. Subjects in class XI IPS 2 SMA 5 Bukittinggi number 40 people. The results showed that an increase in student learning activities. Student learning activities are increasing in each indicator. The percentage of students who passed the study increased from 52% in the first cycle to 72, 5% for the activity went well. Students are already working in teams and trying to help a friend in learning the engineering volleyball game, proving that learning with the subject of a volleyball game through a team game tournament model can increase activity and exercise Health and physical education of the students of the class XI IPS 2 SMA 5 Bukittinggi.

**Keywords:** Learning Outcomes Through, Team Games Tournament

## 1. INTRODUCTION

Education as a system is basically a systematization of the process of gaining the experience of every person, both children and adults experience the educational process, through what is encountered or the work done. Even though no education is deliberately given, naturally everyone will continue to learn from the environment. Therefore, education is defined as the process of acquiring a learning experience that is useful for students.

National Education System Law Number 20 of 2003 explains that national education aims to develop the potential of children to become people who have faith and are devoted to God Almighty, have good character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Efforts to achieve a balanced education in order to grow physically and mentally in harmony are really very strategic, because the results achieved are the foundation for the development of education. As an integral part of comprehensive education, we always improve the quality of physical education in accordance with the objectives of physical education according to Mutohir (2002: 14) that [1]:

The purpose of education, including physical education in Indonesia, is the development of whole people. What is meant by whole people is people who have faith and are devoted to God Almighty and virtuous, have knowledge and skills, physical and spiritual health, a steady and independent personality and sense of community and national responsibility.

Paying attention to the objectives contained in physical education subjects, physical education learning should be an enjoyable, challenging and meaningful activity for students. Teaching and learning activities mean the interaction of various components, such as teachers, students, teaching materials, and other tools used when learning activities take place.

Based on the data on the learning outcomes of volleyball practice in class XI during the past 2 years (2007-2009) in the physical orchestra physical education subjects, some students are still low, this is evidenced by the many practical scores of students who have not yet reached KKM, which is 75. On the other hand there are still low activities students in physical education learning, can be seen the lack of movement activities undertaken by students when learning takes place, the lack of student motivation in doing physical activities provided by the teacher. Furthermore the lack

of variation in learning makes physical education activities boring students in learning.

Therefore, teachers need to find and apply a learning model. In this study, the authors want to provide a TGT learning model. The TGT model is desired to increase student learning activities. By applying the TGT model students are expected to be more active in the learning process. The more learning activities undertaken, students' understanding and skills increase, if understanding and skills increase, the learning outcomes will increase.

## **2. REVIEW OF LIABILITY**

### **1. Physical Education Sports and Health Learning**

The Sports System Law explains that "sports education is physical education carried out as part of an organized and continuing education process to obtain knowledge, personality, health and physical fitness". In line with the above opinion Mutohir (2002: 12) defines that[1]:

“ Physical Education is a process of education of a person as an individual or community member carried out consciously and systematically through various physical activities to obtain physical growth, health, and physical fitness, abilities and skills, intelligence and the development of a harmonious character and personality in the context of the formation of Indonesian people quality based on Pancasila”.

Physical education influences aspects of one's daily life, namely physical, mental and emotional development and includes an emphasis on the three domains of education namely cognitive, affective, and psychomotor. All aspects of physical education that are planned and organized by physical education teachers with the aim of the education to be achieved is not success or victory but rather the fun and excitement of students doing activities. In line with the above opinion Muhajir (2007) explains that[2]:

“Physical Education Sports and Health Learning is an integral part of overall education, aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy lifestyle and the introduction of a clean environment through physical activities, selected sports and health which are planned systematically in order to achieve national education goals ”.

Related to the above quote, it can be concluded that physical education, sports and health are media to encourage physical growth, psychological development, motor skills, knowledge and reasoning, appreciation of values (attitude, mental, emotional, sportsmanship, spiritual, and social) , and the habituation of a healthy lifestyle that empties into stimulating growth and

development of a balanced physical and psychological quality.

### **1. Team Games Tournament (TGT)**

The Team Games tournament (TGT) model is one of the learning models developed by Robert. S. Slavin and his friends from John Hopkins University. This model is seen as the simplest learning method. This model uses a tournament which is a structure where the game takes place.

Team games tournament is one type of cooperative learning that places students in study groups of 5 to 6 students who have different abilities, genders and races or races.

According to Robert (2010: 170) the team games tournament consists of a regular cycle of teaching activities as follows[3]:

a. Teaching, the main idea in teaching is the delivery of subject matter. The material needed is a lesson plan. Each team game tournament learning begins with the presentation of these lessons. The presentation included the opening, development and practical direction of each component of the whole lesson. Team activities and tournaments include independent training and assessment in succession

b. Team learning, the main idea in team learning is that students learn in their teams during the team's learning period, the task of team members is to master the material delivered by the teacher in the class and help classmates to master the material. Teamwork in a team games tournament ie the teacher must explain to students what it means to work in a team. Before starting teamwork, discuss the team rules as follows:

a) Students have a responsibility to ensure that their teammates have studied the material.

b) No one should stop learning until all teammates have mastered the lessons.

c) Ask for help from all teammates to help their friend before their friend asks the teacher.

c. Tournament, the main idea in the tournament is the competition between groups with homogeneous abilities. Material needed is one form of play and a game score. At the beginning of the game period, announce the placement of groups in so students do not know which team they are dealing with.

Team recognition, the main idea of team recognition is determining the team's score in preparing certificates or other forms of appreciation. After the tournament finishes determine the team's score and prepare the team's certificate to give recognition to the highest scoring team [10].

The steps in applying the team games tournament learning model, there are several things that need to be taken, as follows:

- a. In teaching phase, the teacher presents or presents the subject matter, conveys the goals, assignments, or activities that students must do and provides motivation. The goal is that students know the material, goals, tasks, and forms of activities that will be carried out in learning.
- b. At the team learning stage, students work in groups of 5 people with different academic, gender, and racial / ethnic abilities. After the teacher informs the material and learning objectives, each student practices the game techniques in their respective groups. In the group there are exercises in volleyball game techniques and solving problems together, helping one another as a teammate, friends who have more ability to help friends who have less ability.
- c. Tournaments, the tournament stage students take part in the play of their respective teams and compete for the most points. The purpose of this game is to find out if all group members have mastered the material, where the game given is in the form of a real volleyball game, which is followed by team members with modified rules. Before the game starts each team representative pulls out a lot that contains numbers and team names. Next the lot being pulled means the team is dealing with the team.
- d. Team recognition, at the team recognition stage, is determining the team's score and giving awards to the team that gets the most points or awards for the super team, the team is very good and the team is good.

The learning model of the team games tournament is intended to find out how much student activity is in group learning and collaborating with teammates, measuring students' ability to solve problems. In addition, the tournament that will be played this time using game tools that support this type becomes more fun.

According to Nana Sudjana (1987: 28) learning is a process that is marked by a change in a person[4]. Furthermore Oemar Hamalik (2001: 27) revealed learning is a process of changing the behavior of individuals through interaction with the environment. The behavioral aspects are: knowledge, understanding, habits, skills, appreciation, emotional, social, physical, ethical or ethical behavior and attitude[5].

**2. Learning Outcomes**

Learning outcomes are a highlight of learning. The learning outcomes of students can be seen from the extent to which learning outcomes achieved by students, besides being measured in terms of the process. That is,

how far students have learning outcomes. Learning outcomes must be seen in the teaching objectives, because those goals will be achieved in the learning process.

Learning outcomes have a function to show the extent to which students are able to display certain skills or in other words have a function to measure the achievement of certain competencies. Learning outcomes can also serve to provide learning stimuli, in addition to other functions that are to be used as a clue to how far there has been an increase in the quality of education in general.

Learning outcomes at school can be seen from students' mastery of subjects denoted by numbers. A student is said to be successful in learning if certain changes have occurred through learning activities and evaluation.

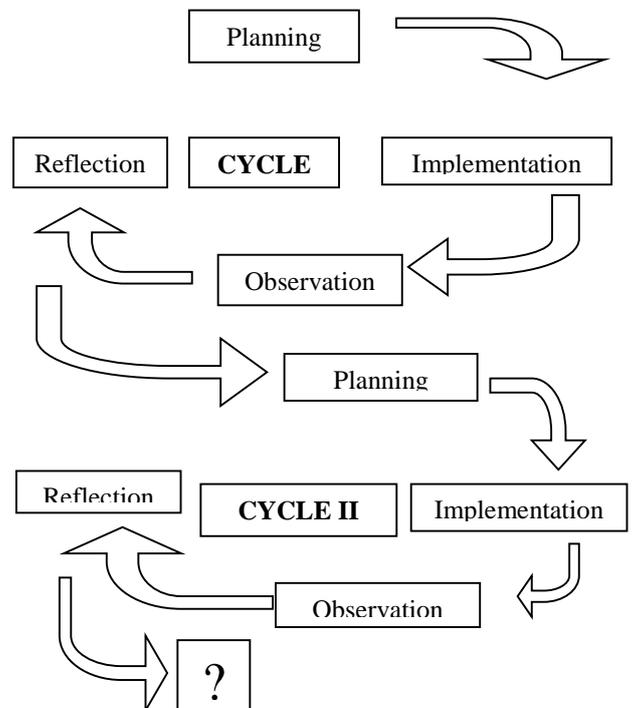
**3. METHODS**

**A. Research Type**

In accordance with the problem under study, the type of research conducted is Classroom Action Research. Classroom action research is an examination of learning activities in the form of an action that is deliberately raised and occurs in a class together (Baharuddin 2007: 3).

**B. Research Design**

As for the models for each stage are as follows:



## 4. RESULT AND DISCUSSION

### 1. Student Learning Outcomes cycle I

First cycle, there were as many as 5 meetings held. At the fifth meeting the learning outcomes test was held. From the data it can be seen that the average student learning outcomes in the first cycle is 76. This shows that the student learning outcomes have not been maximized, this can be seen from the fact that there are still some students who have not completed the learning outcomes and there is a high enough difference between high-ability students and low ability ones. Student learning outcomes in the first cycle which reached a value of 75 only 31 people with a percentage of 77.5%, who have not reached KKM 9 people with a percentage of 22.5%. This condition states that the indicators of research success have not been achieved in terms of the percentage of students who have finished learning are still 31 people or 77.5%.

#### Reflection Cycle I

(Arief 2005 : 5) Learning outcomes achieved by students in Physical Education learning that have not yet reached the indicators of research success, this is due to the lack of assistance received by students with low ability from the theme of one group[7].

Based on the results of the analysis of learning outcomes in cycle II, it can be seen that there has been an increase in student learning outcomes from cycle I to cycle II. This increase can be assessed from the increase in learning outcomes and the percentage of students who complete. Data regarding student learning outcomes are collected through learning outcomes tests given at the end of the cycle.

### 2. Student Learning Outcomes cycle II

Student learning outcomes in the second cycle the value of 76 has been reached as many as 38 people with a percentage of 95%, who have not reached the KKM 2 people with a percentage of 5%. This condition states that the indicator of research success has been achieved in terms of the percentage of students who have finished learning is still 38 people or as much as 95%.

#### Reflection Cycle II

Physical education learning outcomes also improved compared to cycle I. This is evident from the average test score of student learning outcomes has reached 80, this means the learning outcomes of Physical Education students are good, and classically students' mastery learning has reached a very good category of 38 people or as many ( 95%) have reached the minimum completeness criteria(Hamzah 2007:11) [8].

#### Discussion

Learning outcomes in the second cycle of action the percentage of the number of students who

completed increased to 95%. Two students who have not yet reached the KKM have all failed on practical grades. Based on observers' observations, the two students were classified as having a low level of physical education. If seen from the learning activities it does tend to be not so active in Physical Education learning. This increase can be assessed from an increase in average learning outcomes and the percentage of students who complete. The value of students are collected through skills tests or practical tests conducted at the end of the cycle (Hairy 1989:2) [9].

## 5. CONCLUSION AND SUGGESTION

### Conclusion

After conducting this class action research and based on the results of the percentage and the results of reflection that have been carried out during the study, the following conclusions can be drawn: The application of the Team Games Tournament learning model can improve the learning outcomes of students of class XI IPS 2 of SMA Negeri 5 Bukittinggi. The intended increase in learning outcomes is a tendency towards an increase in the percentage of students who get a completed score obtained at the end of the cycle which was originally obtained at 77.5% in the first cycle, and increased to 95% in the second cycle.

### Suggestions

Based on the findings in this study, several things are suggested as follows:

1. The Team Games Tournament learning model should be used as an alternative to teaching Physical Education. However, before its application teachers need to be given training to change their teaching habits.
2. This Team Games Tournament learning model can be used as alternative learning, so it is recommended for physical teachers to try this Team Games Tournament learning model in physical education learning in the classroom with a variety of variations and innovations.

This research has been successfully carried out with the research subject being students of class XI IPS 2 of SMA 5 Bukittinggi suggested to teachers who experience the same problem in order to apply this learning model in an effort to increase student activity and learning outcomes

## REFERENCES

- [1] Cholikh, Mutohir. 2002. *Gagasan-Gagasan Tentang Pendidikan Jasmani dan Olahraga*. Surabaya: Unesa University

- [2] <File:///F:/pembelajaran%20Kooperatif%20Teams-Games-Tournament%20%28TGT%29%20%20C2%A B%20lpotes.htm>
- [3] <http://afand.cybermq.com/post/detal/6966/faktor-faktor-yang-mempengaruhi-kebugaran-jasmani>
- [4] <http://lindsappy.blogspot.com/2010/06/teamgames-tournament.html>)team
- [5] <http://vhariss.wordpress.com/2010/06/hakekat-kebugaran-jasmani/>
- [6] Baharuddin, 2007. *Teori Belajar dan Pembelajaran*. Yogyakarta: Perpustakaan Nasional
- [7] Arief, Furchan, 1982. *Penelitian Dalam Pendidikan*. Surabaya: Usaha Nasional
- [8] Hamzah, 2007. *Model Pembelajaran*. Jakarta: Bumi Aksara
- [9] Junusul, Hairy. 1989. *Fisiologi Olahraga*: IKIP Padang
- [10] Dimiyati dan mudjiono. (1999). *Belajar dan Pembelajaran*. Jakarta.: Rineka Cipta.