

THE EFFECTS OF THE TEAM-GAME-TOURNAMENTS LEARNING MODEL ON PRIMARY SCHOOL: BASIC DRIBBLE MOVES IN BASKETBALL GAMES

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ABSTRACT

The objective of this study should be to examine how MIS Islamiyah Nidhomiyah students in Pasuruan, East Java, can enhance their basketball dribbling skills. This research approach involves collaborating with collaborators, researchers, and students in a classroom setting to undertake action research. Cycle II is where actions are taken. The students' average score was 65 after assessing the data on the results of the pre-action ball dribbling test in a basketball game using the Team Games Tournament (TGT) method, 10 students completed the test and five did not. Cycle I had an average score of 73 students, with 9 students finishing and 6 students failing. In Cycle II, the average number of students is 81, with as many as 14 students completing and one student failing to complete. Based on the findings of the implementation of the TGT cooperative learning model in basketball dribbling from pre-action, cycle I, and cycle II, it is reasonable to conclude that learning outcomes improved greatly in students of MIS Islamiyah Nidhomiyah, Rejoso District, Pasuruan.

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1. INTRODUCTION

Physical Education is a process of instruction that involves engaging in physical activities, games, and/or sports (Casey & MacPhail, 2018; Ciotto & Gagnon, 2018; Gil-Arias et al., 2021). So, a succession of physical activities, games, or even sports is used as a medium or intermediary here. Students are fostered while also being formed as a result of this series. The curriculum is one component that contributes to the realization of the process of developing these pupils' potential quality (Lambert et al., 2015; Wijngaards-de Meij & Merx, 2018).

The competence-based 2013 curriculum is essential as a tool for guiding students to become (Misbah et al., 2019; Misbah et al., 2020): 1) qualified human beings capable and proactive in responding to the challenges of an ever-changing era; 2) educated human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, and independent; and 3) democratic, responsible citizens. Graduate Competency Standards (SKL), Content Standards (SI), Process Standards, and Assessment Standards are some of the elements of the 2013 curriculum overhaul.

The 2013 curriculum follows a scientific approach (scientific), with competency characteristics adapted to each educational level (Nurtanto et al., 2020; Suswandari et al., 2020; Suprpto et al., 2021). Integrated thematic learning is used at the elementary level, integrated scientific and social studies thematic learning is used in junior high school, and thematic and topic learning activities that highlight Discovery Learning and Project-Based Learning are used in high school (Projects). Sports is one of the most significant subjects in primary school.

Sport, as a means of improving the quality of life for Indonesians, focuses on the development of character and personality, as well as high discipline and sportsmanship, as well as rising achievements that can instill a sense of national pride. Athletics, games, aquatic sports, and martial arts are examples of sports activities (Andrade et al., 2019; Ribeiro et al., 2021). Basketball is one of the game sports that are used in the educational process. The choice of a teaching model must be made in light of current reality and the current classroom scenario, which will emerge from the collaborative process between teachers and students.

A broad and thorough approach to a teaching model is included in the teaching model (Hernandez et al., 2013). Student Achievement Divisions (STAD) and Team Games Tournaments, for example, are two of the oldest and most researched types of cooperative learning (TGT). These two cooperative learning strategies are also the most commonly used, having been employed in topics as diverse as Mathematics, Language Arts, Social Sciences, and Natural Sciences from grades two to eleven.

According to observations and interviews with PJOK subject teachers conducted before the researchers conducted research at the school, several PJOK scores, particularly basketball dribbling material, in-class VI students of MI Islamiyah Nidhomiyah were still below average, and many students were unable to understand ball dribbling techniques basketball properly. This is due to the fact that most students believe physical education classes, particularly basketball games, are unimportant and unpopular. This notion originates from students' lack of understanding of physical education's role and function. This is also attributable to a lack of educational innovation on the part of the teachers. Less innovative teachers will result in a monotonous learning approach. Students will be bored and uninterested in taking part in physical education classes. For example, one of the games in basketball requires numerous basic tactics, such as shooting, passing, and dribbling, to be performed in such a way that students remain engaged.

Furthermore, the researchers observed that the student's passion for the basketball sports content was extremely strong at the start of the learning process. This can be seen in the students' excitement for preparing learning facilities. When it came to the main information, however, the researchers noticed that the learning process was boring. The teacher uses teaching materials that are akin to a technical approach in which students queue up to take turns dribbling. Many pupils continue to appear inert because they must wait their turn to dribble. As a result, students are less likely to roam around and perform various basic basketball skills. This fact in MI Islamiyah Nidhomiyah's class VI drew the attention of researchers, who were inspired to conduct a study using the TGT cooperative learning model to improve the basketball dribbling ability of MI Islamiyah Nidhomiyah's class VI students.

While Yunanda et al. (2018); Rahayu & Nugraha (2018) characterize TGT as an academic tournament featuring quizzes and an individual progress score system, in which students compete as representatives of their team against other team members whose past academic achievement is equivalent to theirs. Meanwhile, the Teams Games Tournament (TGT) learning model's characteristics are contained in five primary components (Kamaruddin & Yusoff, 2019; Fahrudin et al., 2020), namely the presentation of classes, groups, games, tournaments, and group prizes. Furthermore, the Teams Games Tournament

learning model's learning syntax following (Sharan, 2010; Slavin, 2015; Darmawan et al., 2018; Dewi & Arini, 2020):

1. Class Presentation

By direct instruction or lecture, the teacher transmits the curriculum, learning objectives, subject matter, and a brief description of the LKS. Students must truly understand the topic in order to participate in group projects and activities.

2. Teams

The teacher splits the class into groups of four to five students based on daily ability tests, gender, ethnicity, and race. The worksheets are to be studied by this group. If a group member makes a mistake, the activities include discussing problems, comparing responses, checking, and fixing their friends' concept flaws.

3. Games

Three students from different teams or organizations compete at a tournament table. Students pick a numbered card and attempt to answer the question associated with that number. Students will receive a grade if they answer all of the questions properly. After then, the score is compiled for weekly tournaments or competitions.

4. Tournament

It takes place at the end of the week or at the beginning of each unit after the teacher has given a class presentation and the group has completed the worksheet. A number of tournament tables are set up for the students. Table I has the top three students, table II contains the next three students, and so on.

5. Team Recognition

The winner group is announced by the teacher, and each group receives a prize if the average score satisfies the established standards. If the average score is 50 or higher, the group is dubbed "Super Team," "Great Team" if the average is 50-40, and "Good Team" if the average is less than 40. This may satisfy the pupils because of their accomplishments.

The researcher thinks that by using the TGT cooperative learning approach, the sixth graders of MI Islamiyah Nidhomiyah's basketball team's dribbling abilities will improve. Learning together, assisting one another, and ensuring that everyone in the group is able to attain goals or perform predetermined tasks are all examples of cooperative learning. The TGT cooperative learning approach is well suited to the needs of primary schools that seek to implement group learning and play. TGT is a method of cooperative learning in which students are divided into study groups of 5 to 6 students with varying skills, genders, syllables, or races (Slavin, 2015; Johnson & Johnson, 2018; Syaifuddin et al., 2020). The subject is presented by the teacher, and the students work in groups.

As a consequence of these circumstances, the author was inspired to do research to improve basketball dribbling learning outcomes using the TGT learning model.

2. METHOD

A classroom action research approach with an exercise teaching style was adopted as the research method. Classroom Action Research (CAR) is research undertaken in the classroom or school where the instructor teaches by the teacher in partnership with researchers (or by the teacher himself who also functions as a researcher) with the goal of improving or improving the process of practical learning (Mertler, 2009; Khasinah, 2013; Suyanto, 2016). Action research is the systematic and objective collection, processing, analysis, and presentation of data on an action made by professionals in their surroundings and authority for changes and development of the conditions they face (Hopkins, 2008).

Students from MIS Islamiyah Nidhomiyah Toyaning in Pasuruan's Rejoso District participated in this study.

Classroom action research is a scientific activity in which the classroom teacher designs, implements, observes, and reflects on actions in a collaborative and participatory manner over numerous cycles with the goal of improving or improving the quality of the learning process in the classroom. When the opinions of multiple experts are pooled, a limitation of classroom action research is identified as a cyclical study undertaken by teachers/prospective teachers in their own classrooms with the goal of improving their performance so that student learning results improve. The following is a description of the recycling process (cycle) of activities in classroom research in figure 1.

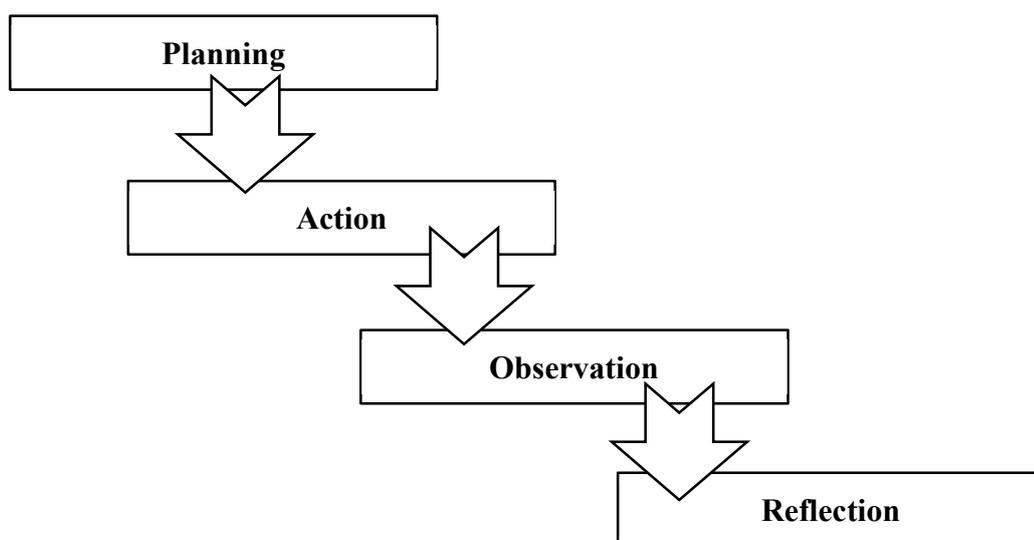


Figure 1. Process (cycle) of activities in classroom research

3. RESULTS AND DISCUSSION

3.1 Results

Following the completion of the cycle I and cycle II learning activities, a summary of the cycle I and cycle II learning outcomes can be created as shown in Table 1.

Table 1. Summary of Learning Outcomes Cycle I and Cycle II

| Value | Cycle I | | Cycle II | |
|-----------------------------|---------|----------|----------|----------|
| | Pretest | Posttest | Pretest | Posttest |
| Σ Cognitive Increase | 65 | 73 | 65 | 81 |
| | | 8 | | 16 |

Figure 2 illustrates improved learning outcomes in learning cycles I and II.

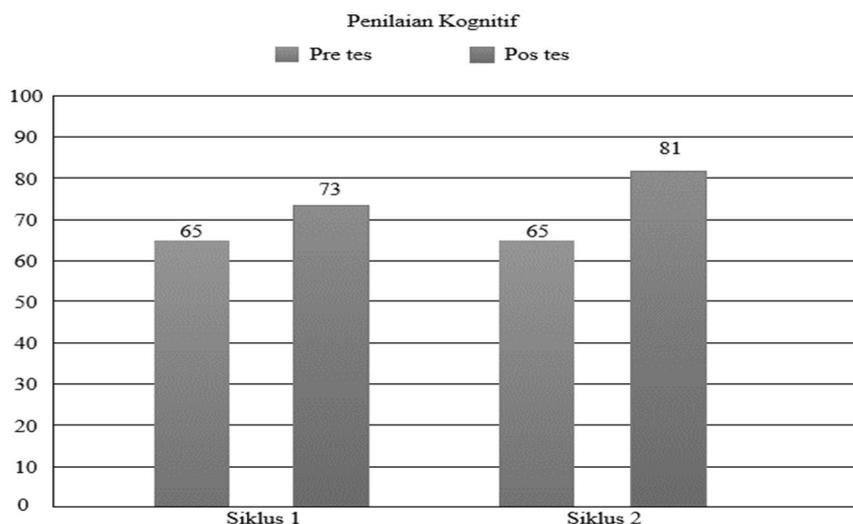


Figure 2. Increasing the Value of Learning Outcomes in a Graph

3.2 Discussion

The summary of learning results in learning cycles I and II shows that there is an increase in learning outcomes. According to the table, the cognitive learning outcomes achieved by evaluating the average pre-test score for 15 students in the first cycle were 65, however, after using the TGT type cooperative learning model, the average student learning outcomes at the test post were 73. The average score increased by eight points. According to the average, 5 pupils did not obtain the KKM value, whereas 10 students did. The average pre-test score for 15 students was 65 in the second cycle of cognitive learning outcomes, however after the TGT type cooperative learning model was implemented, the average student learning outcomes in the post-test was 81. There was a 16-point improvement in the average score. According to the average value, practically all pupils have completed the KKM. It can be noticed in cycles I and II that individuals who experienced a greater gain in learning outcomes through testing occurred in cycle II. The success of the TGT model in improving student learning achievement has been supported by various prior relevant research results (Sa'adah, 2017; Pongkendek et al., 2019; Saputro, 2019; Fahrudin et al., 2020).

Cooperative learning is a method of teaching in which a group of students with varying levels of aptitude works together in small groups (Slavin, 2013; Johnson & Johnson, 2018; Liebech-Lien, 2021). Each student in the group must work together to complete their group assignments and assist one another in comprehending the material. If one of the companions in the group has not grasped the course material, learning is said to be incomplete in cooperative learning. Furthermore, cooperative learning is a teaching method in which students study and collaborate in small groups of 4-6 people with a diverse group structure.

This model has been shown to be superior in helping students understand difficult ideas, but it is also very effective for developing critical thinking skills, teamwork, and aiding friends, allowing learning activities to be more focused on students. Working together in

groups can drive students to increase their learning accomplishment because students are actively involved in the learning process, which has a beneficial impact on the quality of interaction and communication (Levine & Marcus, 2007; Curşeu & Pluut, 2013; Chen & Yang, 2019). Learning success is a result of successful learning. Learning outcomes are the skills that children acquire as a result of participating in educational activities.

Based on the preceding description, it can be concluded that the instructor was successful in using the Teams Games Tournament (TGT) cooperative learning model to physical education (PJOK) subjects in an engaging and enjoyable manner, resulting in higher student learning results. Students who are more enthusiastic about participating in learning because of a new learning model that has never been presented by the teacher, students who know more about the importance of studying in groups, students who better understand the material presented by the teacher, and students who improve achievement or learning outcomes of sociology students are examples of this success criterion. Where the goal of the learning is to increase student performance in terms of academic value. Furthermore, researchers can inspire teachers to engage in an active, inventive, and enjoyable learning.

4. CONCLUSION

The average value in the first cycle, which is 73, has increased to 81 in the second cycle, based on the results of data analysis and discussion that has been assessed on the application of the TGT type cooperative learning model can improve the basketball dribbling ability of MIS Islamiyah Nidhomiyah students in Pasuruan, East Java.

The researchers offered advice to schools, teachers, and students after performing classroom action research using the Teams Games Tournament (TGT) cooperative learning model. Schools should implement the Teams Games Tournament (TGT) cooperative learning approach, particularly in physical education (PJOK) topics, to encourage students to learn actively and in an engaging manner, hence improving student achievement. Furthermore, schools should encourage teachers to do classroom action research to improve the learning process in the classroom, hence raising the quality of learning and improving school quality. Teachers should shift from a teacher-centered to a student-centered approach to learning. Teachers should always employ a variety of learning models and media, such as the Teams Games Tournament (TGT) cooperative learning model, to ensure that students do not become bored while learning. Teachers should function as learning facilitators and motivators for their students.

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