

Team Games Tournament Model in Elementary School Students: Learning Outcomes of Passing in Football Games

Suryansyah¹, Benny Badaru², Bustang³, Hasyim⁴, Muh. Adnan Hudain⁵

^{1, 2, 3, 4, 5} Pendidikan Jasmani dan Olahraga, Program Pascasarjana, Universitas Negeri Makassar, Indonesia

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ABSTRACT

This study goal is efforts to improve passing learning outcomes in football games through the Teams Games Tournament (TGT) model for elementary school students. This type of research is classroom action research (CAR). This research was conducted in Grade VI. The study involved a student from Islamic Elementary School Minasa Upa, with a sample consisting of 24 individuals. The data collection technique used the basic locomotor movement test. The findings of the study indicate that in cycle I, the passing learning outcomes for grade VI were assessed. The students of Islamic Elementary School Minasa Upa Makassar were 13 students (46%) on a complete scale and 11 students (54%) on an incomplete scale. While there were 20, or 83%, of students in the minimum completion criteria (complete) category, those who did not complete were 4, or 17%, of students out of 24 students in total. At the second meeting of cycle II, it was found that 83% of the students, or 20 out of 24, achieved a score of ≥ 75 . This indicates a significant increase in learning outcomes for passing the ball using the Teams Games Tournament model in the soccer game for class V. The study was conducted at an Islamic elementary school located in Minasa Upa.

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Corresponding Author:

Suryansyah,
Pendidikan Jasmani dan Olahraga, Program Pascasarjana, Universitas Negeri Makassar, Indonesia
Email: suryasyam873@gmail.com

1. INTRODUCTION

Improving and enhancing the quality of education is essential to achieving educational goals (Ferrer-Estévez & Chalmeta, 2022; Adipat & Chotikapanich, 2022). Various efforts have been made, but not all educational institutions have achieved success. Student activities and learning outcomes are components that must be enhanced and improved (Prasetya & Harjanto, 2020; Sakir & Kim, 2020; Bognár et al., 2024). In Physical Education, Sports, and Health, soccer is a popular sport among students, particularly those at the Islamic Elementary School Minasa Upa School. In this game, basic movement skills significantly influence a person's performance, as they are a key asset in the game.

Basic skills are abilities possessed by individuals from birth that can be honed and developed as they grow. Basic soccer skills include kicking, dribbling, and stopping (Hasyim et al., 2023). Skills in basic soccer techniques are crucial for students to develop fundamental soccer skills (Mappaompo et al., 2024; Arga et al., 2024; Arga et al., 2025). A preliminary study was conducted based on observations of the research subjects, specifically those in grade VI. For students at the Islamic Elementary School Minasa Upa Unit, improvements and enhancements in soccer skills, particularly passing, appear to be underdeveloped in the Physical Education, Sports, and Health subject

Soccer is a core sport in the curriculum. The first skills we must learn in elementary school are fundamental skills (Duncan & Stodden, 2023; Santoso & Santoso, 2024). These include kicking, stopping, dribbling, intercepting, heading, and catching. This study will discuss basic passing skills. Students must master these fundamental movement skills, as they are crucial in the game. Passing the ball in soccer is the technique of passing the ball from one player to another, with the goal of maintaining possession and creating attacking opportunities (Rocha-Lima et al., 2021). Passing is a crucial fundamental skill in soccer, as it allows teams to move from one position to another and build attacks more effectively. Initial observations of 21 students in class VI.A at Islamic Elementary School Minasa Upa revealed that their learning activities related to passing the ball were still categorized as insufficient. The ability to pass the ball was still considered low, as the researcher conducted an initial test and found a number of students who were not yet able to dribble the ball by looking at the speed and agility factors of dribbling the ball. The researcher found that out of 24 research subjects, only 5 students completed the learning material.

The underlying problem causing low student learning activity is influenced by several factors, originating from both the teacher and the students themselves. Inadequate mastery of teaching skills makes it difficult for teachers to implement innovative learning models, leading them to assume that using only one learning model will improve ball-passing skills. This results in students' dribbling skills remaining relatively low, which should be above the school's minimum completion criteria of 75. This is due to several factors mentioned above.

This reality is evident at the Islamic Elementary School Minasa Upa Makassar Technical Implementation Unit, where physical education and health teachers lack information and understanding of learning models, resulting in students' ball-passing skills being considered low. Based on this, the researcher sought a solution to achieve the goal of learning basic ball-passing skills in soccer. Therefore, efforts are needed to improve and resolve this problem. One such effort is implementing cooperative learning in the Team Games Tournament (TGT) model.

The TGT (Team Games Tournament) learning model is student-centered cooperative learning, where students work together in heterogeneous groups to learn and then compete in quizzes to test their understanding, all while rewarding the best team (Najmi et al., 2021; Rifqi, 2022; Gunawan et al., 2023; Perdana et al., 2023). This model uses

academic games to review material and actively engages all students in learning, increasing motivation, cooperation, and self-confidence.

Based on observations and the common problems encountered in basic ball-passing skills in soccer, the researcher was interested in conducting Classroom Action Research (CAR). Classroom Action Research (CAR) can resolve problems that arise in the teaching and learning process, facilitate change, and enhance the learning experience. One effective alternative for this is cooperative learning. Based on the description above, the goal of the study is to determine how to improve passing learning outcomes in football games through the Teams Games Tournament (TGT) model for elementary school.

2. METHOD

In this study, the author will use the classroom action research (CAR) method (Nawir et al., 2023). The research will take place in the field of the Islamic Elementary School Minasa Upa Technical Implementation Unit involving grade VI.A. This research will take place in two cycles, with two meetings per cycle. The research subjects were 26 students, consisting of 10 boys and 16 girls. The following presents the research design with classroom action research in Figure 1.

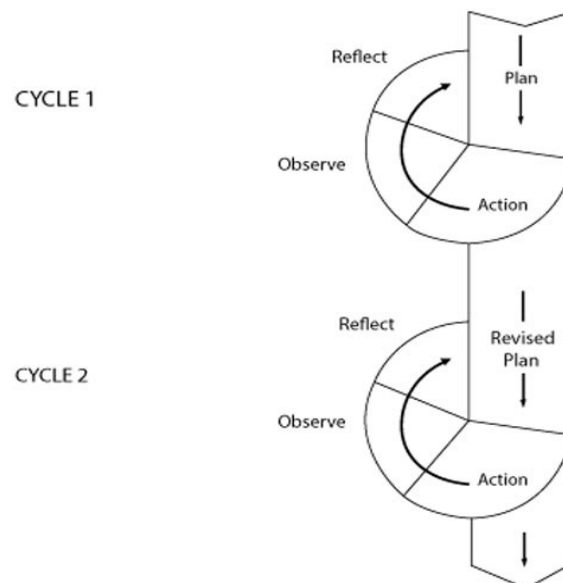


Figure 1. Flowchart Classroom Action Research

The classroom action research will be conducted during the first cycle of learning, with a time allocation of 2 x 35 minutes per meeting. The action includes three activities: an introductory activity, a core activity, and a closing activity. These activities include steps for implementing the Teams Games Tournament (TGT) cooperative learning model.

The learning steps are as follows:

Introductory Activity (10 minutes), with the following activities:

a. Praying before learning.

- b. Checking student attendance and readiness.
- c. Delivering objectives and motivating, where the teacher explains all the learning objectives to be achieved in passing the ball in soccer and motivates students (Phase 1 TGT).
- d. Students warm up diligently.

Core Activities (50 Minutes), with activities:

- a. Presenting information to students through demonstrations or reading materials about passing the ball in soccer (TGT Phase 2).
- b. Organizing students into groups (TGT Phase 3).
- c. Guiding group work and learning by guiding study groups as they practice passing the ball in soccer (TGT Phase 4).
- d. Giving each group an assignment or providing a game model that leads to actual learning. At this stage, all group members attempt to master the basic movement skills of passing the ball by practicing them both individually and in groups.
- e. Evaluation. The teacher evaluates the results of the material taught or each group practices passing skills (TGT Phase 5).

Closing Activities (10 Minutes), with activities:

- a. Students perform a thorough cool-down.
- b. Together with other students and/or individually, summarize/conclude the lesson.
- c. Provide rewards by finding ways to recognize individual and group efforts and learning outcomes in mastering passing the ball in soccer (Phase 6 of the TGT).
- d. Provide feedback on the learning process and outcomes.
- e. Plan follow-up activities in the form of remedial learning, enrichment programs, counseling services, and/or assigning individual and group assignments based on student learning outcomes.

Table 1. Success Indicators

| No | Value Range | Information | Criteria |
|----|-------------|-------------|---------------|
| 1 | 85 – 100 | Very Good | Completed |
| 2 | 75 – 84 | Good | Completed |
| 3 | 65 – 74 | Fair | Not Completed |
| 4 | 55 – 64 | Poor | Not Completed |
| 5 | 0 – 54 | Very Poor | Not Completed |

3. RESULTS AND DISCUSSION

Results

Descriptive Analysis

Before carrying out the action, the researcher and collaborators collected initial research data. This collection was intended to determine the initial conditions of the class regarding the soccer game material for grade VI. A student. The collected data described the results of grade VI students' learning to pass the ball in soccer games.

Table 2. Initial Data Summary Results

| No | Value Range | Category | Frequency | Percentage (%) |
|-------|-------------|-----------|-----------|----------------|
| 1 | 85 – 100 | Very Good | 0 | 0% |
| 2 | 75 – 84 | Good | 5 | 21% |
| 3 | 65 – 74 | Fair | 18 | 75% |
| 4 | 55 – 64 | Poor | 1 | 4% |
| 5 | 0 – 54 | Very Poor | 0 | 0% |
| Total | | | 24 | 100% |

The table of initial observation results before the action was given; it can be explained that all students have not shown abilities in the good criteria or above. Therefore, an action was designed to improve the quality of passing learning outcomes in soccer games for class VI. A student, through the team's games tournament (TGT) method. The researcher planned 2 cycles, each of which consisted of 4 stages, namely: (1) Planning, (2) Implementation, (3) Observation, and (4) Reflection.

Table 3. Completion of Cycle I

| No | Minimum Completion Criteria | Category | Frequency | Percentage (%) |
|-------|-----------------------------|---------------|-----------|----------------|
| 1 | > 75 | Completed | 11 | 46% |
| 2 | < 74 | Not Completed | 13 | 54% |
| Total | | | 24 | 100% |

In cycle 1, there were 11, or 46%, of students in the minimum completion criteria (completed) category, while those who did not complete were 13, or 54%, of students out of 24 students in total. Therefore, it can be concluded that the learning outcomes for passing in class VI have improved. Students in cycle 1 who carried out research activities have increased using the Teams Games Tournament (TGT) model but have not yet met the maximum standards for learning outcomes of passing the ball in soccer games in class VI. A student is expected to achieve the target standard of 'good,' which means that at least 75% of students should score 75 or higher. The percentage of completion obtained in cycle I was 46%, or 11 out of 24 students who got a score of ≥ 75 . Thus, it is necessary to carry out a second cycle using the Teams Games Tournament (TGT) model by improving the process that has been implemented in the first cycle.

Table 4. Completion of Cycle II

| No | Minimum Completion Criteria | Category | Frequency | Percentage (%) |
|-------|-----------------------------|---------------|-----------|----------------|
| 1 | > 75 | Completed | 20 | 83% |
| 2 | < 74 | Not Completed | 4 | 17% |
| Total | | | 24 | 100% |

Subsequently, in cycle II, there were 20, or 83%, of students in the minimum completion criteria (completed) category, while those who did not complete were 4, or 17%, of the 24 students in total, so it can be considered that they have met the class

completion criteria. Therefore, from this study, it can be concluded that student passing learning outcomes can be improved by using the teams' games tournament (TGT) method for class VI. The student in question attends Islamic elementary school Minasa Upa Makassar.

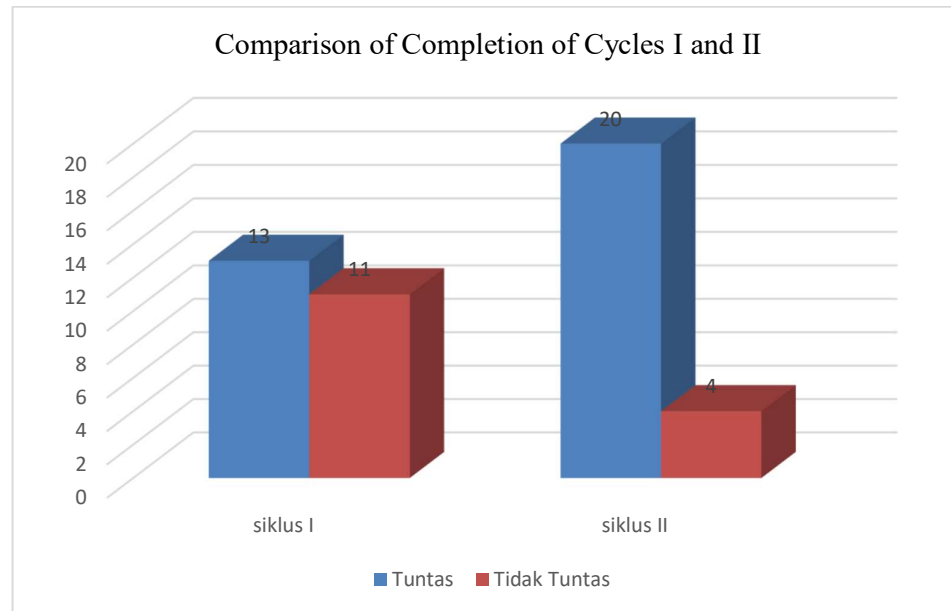


Figure 1. Comparison of Cycle I and Cycle II

Discussion

This classroom action used the TGT cooperative learning model to improve ball passing in soccer games for grade VI. The study involved a student from the Islamic elementary school Minasa Upa Makassar. Before conducting the first cycle of action, the teacher first prepared the necessary materials for the first cycle, including preparing observation sheets, creating lesson plans, and preparing equipment for learning ball passing. Twenty-four students participated in this study. The first cycle of action began with the phases of the Teams Games Tournament (TGT) model: conveying learning objectives, presenting material, organizing students into groups, guiding group work and learning, evaluating, and providing awards.

The study was conducted based on observations of the implementation of the passing learning outcomes for grade VI. The research activity showed an improvement using the Teams Games Tournament (TGT) model for grade VI students at Islamic elementary school Minasa Upa Makassar in cycle 1. However, the passing ability of grade VI.A students did not meet the expected standard, which requires at least 75% of students to score 75 or higher in order to be classified in the "good" category. The completion rate in cycle I was 46%, or 13 out of 24 students, who scored 75 or higher. Therefore, a second cycle using the Team Games Tournament (TGT) model was necessary to improve the process implemented in the first cycle.

The results of the study, after implementing the Team Games Tournament (TGT) model in the first meeting, showed that 20 students (83%) in the 6th grade of Islamic

elementary school Minasa Upa Makassar achieved excellent ball passing in soccer, 0 students (0%) achieved acceptable ball passing, 4 students (17%) achieved fair ball passing, and none achieved poor ball passing. This means that the learning outcomes in cycle II were categorized as excellent. At the second meeting of cycle II, 83% of the 24 students achieved 75 or higher in ball passing.

This study met the established research success indicators. In this case, 20 students, or 83%, achieved a minimum score of 75 (Good). Therefore, this study concludes that student passing learning outcomes can be improved by using the Teams Games Tournament (TGT) model for sixth-grade students at Islamic elementary school Minasa Upa Makassar.

We have successfully met the established research success indicators. In this instance, 20 students, or 83% of the total, achieved a minimum score of 75 (Good). Based on the results of planning, implementation, observation, evaluation, and reflection, it is concluded that this study was successful, namely by achieving the indicators and answering the research hypothesis that using the Teams Games Tournament (TGT) model can improve passing learning outcomes in soccer for sixth-grade students at Islamic elementary school Minasa Upa Makassar.

Although learning outcomes in cycle II showed significant improvement, with 20 of 24 students (83%) achieving the minimum competency, 4 students (17%) still had not yet completed the game. This situation can occur for several common and logical reasons within the school environment, including a lack of basic motor skills in passing lessons. Some students naturally lack adequate motor coordination and therefore require more time and practice to master basic movements. Students who did not complete the game were less enthusiastic about participating in activities due to feeling insecure, embarrassed, or disliking physical activity, so they did not perform optimally during practice. Students lacked prominent kinesthetic intelligence. Students with visual or auditory learning styles may have difficulty following lessons that prioritize hands-on practice, requiring more time to adjust to the TGT model, which is based on movement activities and teamwork. Teamwork was lacking. Students were less actively involved in their team because they were dominated by other members, resulting in a lack of confidence or a lack of understanding of their role in the game. As a result, their learning process was less than optimal. Students who had not yet mastered proper passing techniques, such as body position when passing the ball, accuracy of direction, and power when passing, tended to have difficulty following the flow of the game. As a result, they become less active participants or frequently make mistakes during play, such as misdirected passes, missing the ball to teammates, or even losing the ball due to poor control. Furthermore, physical factors during the lesson, such as minor illnesses, fatigue, or lack of concentration, can also contribute to suboptimal performance in their basic movements. These four students require special attention from their teachers, whether through individual approaches, additional coaching, or personal motivation, so they can develop and achieve the minimum competency in the next session.

The above research findings align with [De Loof et al. \(2021\)](#) opinion that the involvement of all students positively impacts student motivation, encouraging students

to strive to understand concepts and solve problems presented by the teacher. Therefore, TGT cooperative learning can be used as a learning model to improve student achievement in soccer, particularly at Islamic elementary school Minasa Upa.

The Teams Games Tournament (TGT) model is a learning approach that encourages active student involvement in the learning process, including in the context of physical education. The application of the TGT model in soccer learning, particularly in the aspect of passing the ball, is considered effective because it combines teamwork, healthy competition, and fun physical activity. In the context of grade VI.A students at Islamic elementary school Minasa Upa Makassar, the use of this model has been proven to improve passing learning outcomes. This effectiveness is because students not only practice individually but also work in groups, play competitive games, and motivate each other to achieve the best results. Passing the ball in soccer requires high motor coordination, agility, balance, and concentration. Through the TGT model, students are more motivated to develop these skills because they feel like they are part of a team with a common goal.

The TGT model facilitates student-centered learning, where the teacher acts as a facilitator and director. In this setting, students are given space to explore ball-passing skills through hands-on practice and systematic repetition. The tournament or game process in TGT also provides positive emotional support, boosts self-confidence, and strengthens social relationships among students (Wulandari & Rosdiana, 2024; Zuschaiya, 2025). Furthermore, the use of TGT creates a competitive yet healthy learning environment, encouraging students to learn more seriously yet enjoyably. Therefore, the TGT model is highly suitable for implementation at the elementary school level, which demands active, collaborative, and enjoyable learning (Cahyani & Mustadi, 2021).

Research by Putra et al. (2020) showed that the use of the team games tournament (TGT) model with elementary school students resulted in significant improvements in ball-passing skills. Students involved in group tournaments demonstrated high enthusiasm and better training results compared to the control group that used lecture and demonstration methods. The competitive element in TGT increased students' enthusiasm for learning and motor coordination, particularly in ball-passing activities that require agility and precision. Wahyuni (2018) also found that using the TGT model in physical education not only improves motor skills but also strengthens cooperation and a sense of responsibility among students within a group. In her research, students involved in the TGT model demonstrated more stable and even development in their ball-passing skills compared to students who learned individually. Similarly, Sutrisno and Zaid (2024) emphasized in his study that tournament-based learning is highly suitable for improving basic ball skills, as students tend to be more active and less likely to get bored.

Meanwhile, research by Kurniawan (2017) reinforced these findings by stating that the competitive and game-based aspects of TGT can increase student focus and motivation, which directly impacts the quality of their ball-passing skills. Maulana and Isnaini (2021) also stated that students trained with the TGT model experienced

significant improvements in speed and ball control compared to those who learned with an individual approach. Finally, Sierra-Díaz et al. (2019) emphasized in her research that this learning model creates a more enjoyable and competitive learning environment, supporting the overall development of fundamental motor skills.

Based on various research findings, it can be concluded that the Teams Games Tournament (TGT) cooperative learning model consistently has a positive impact on improving passing learning outcomes in soccer. The combination of group cooperation and healthy competition in this model motivates students to become more active, confident, and engaged in the learning process. In addition to improving motor skills, TGT also supports the development of positive social attitudes such as cooperation, responsibility, and sportsmanship. Therefore, the TGT model is highly recommended for implementation in physical education learning, particularly at the elementary school level, such as in grade VIA at Islamic elementary school Minasa Upa Makassar.

4. CONCLUSION

The conclusion of this research indicates that there is a significant increase in the learning outcomes of students passing the ball through the Teams Games Tournament (TGT) model in the soccer game. The results demonstrate that cycle I shows that there is an increase in the learning outcomes for passing among students at Islamic elementary school Minasa Upa Makassar; 13 students (46%) are on a complete scale, and 11 students (54%) are on an incomplete scale. Meanwhile, there are 20, or 83%, of students in the minimum completion criteria (complete) category, while those who did not complete are 4, or 17%, of students out of 24 students in total. At the second meeting of cycle II, 83% of the students, or 20 out of 24, achieved a score of ≥ 75 .

As a suggestion, teachers can apply the Team Games Tournament model in soccer learning to improve elementary school students' passing learning outcomes. This research can be a reference for developing more innovative and effective learning models to improve student learning outcomes in soccer games. Teachers can participate in training to learn how to apply the Team Games Tournament model in soccer learning. Further research can be conducted to develop more effective game-based learning models to improve student learning outcomes in soccer games. In addition, further research can be conducted to develop interactive learning media that use the Team Games Tournament model to improve student learning outcomes in soccer games.

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