

Team Game Tournament (TGT)- type cooperative learning model: How does it affect the learning outcomes of football shooting?

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Team Game Tournament (TGT)-type cooperative learning model: How does it affect the learning outcomes of football shooting?

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ABSTRACT

Football shooting is a technique of kicking the ball towards the goal with the aim of obtaining winning numbers in a match. However, there are still many students who have difficulty shooting in football games. Therefore, it is necessary to have special treatment in order to get satisfactory shooting results in a game. This study aims to prove the effect of the team game tournament (TGT) type cooperative learning model on the learning outcomes of shooting football. In this study, the type of experiment used was a pretest and posttest for one group. The subjects in this study were students of class VIII-A at SMP Negeri 2 in the 2022–2023 academic year. In this study, saturated sampling technique was used, so 31 students were obtained as samples. Data analysis in this study was assisted by using the SPSS Version 26 application. This study obtained a significance value of 0.000 0.05, and based on these results, the team game tournament (TGT) type cooperative learning model has a significant effect on the learning outcomes of basketball shooting. The conclusion is that the TGT type cooperative learning model treatment has a significant effect on shooting learning outcomes, so these results can be applied to improve learning outcomes in shooting football games. The results of this study provide additional references for sports teachers and sports practitioners related to the TGT type cooperative learning model so that this model can be applied in physical education learning, especially the shooting material of football games.

Keywords: Cooperative learning; team game tournaments; shooting; football

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INTRODUCTION

Education is a process to make human beings have the ability to think well, develop their talents, and realise their potential so that they can be useful to society, their nation, and their state. Education also aims to develop individual potentials (in students)—both physical potential and creative potential, taste, and intention—so that these potentials become real and can function in their life journey (Sugiarta et al., 2019). Education plays a very important role in building an intelligent and competent society (Sugiyadnya et al., 2019), Education plays a very important role in building an intelligent and competent society (Niyarci, 2022). Thus, education is all efforts and all efforts to enable society to

develop human potential in order to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed as members of society and citizens (Zuriatin et al., 2021). One of the subjects offered in school is physical education, sports, and health (PJOK).

PJOK is a compulsory subject for students and is very important to learn in Indonesia (Hasrion et al., 2020), where this learning has been applied to early childhood to high school environments (Rubiyatno & Suryadi, 2022). In addition, PJOK learning is education that uses physical activity as a medium to achieve goals (Haris, 2018); this is useful for increasing student fitness, where students almost every day of the week have to be in class to study theoretical subjects (Sari, 2018); it also aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle, and an introduction to a clean environment (Herliana, 2017). Thus, through sports students can keep their bodies healthy and fit (Hardinata et al., 2021), in line with research by Baek et al., (2020); González-Fernández et al., (2021); Suryadi et al., (2021), physical activity can improve physical fitness, which is related to body health (Suryadi, 2022a; Suryadi & Rubiyanto, 2022).

Apart from that, it is also an effort to improve self-quality, which is directed at forming character and personality, discipline, and high sportsmanship (Bangun, 2019), as well as increasing achievements that can evoke a sense of national pride (Kurniawan et al., 2020). Based on this review, PJOK learning is a lesson that is useful for the long term in efforts to improve the quality of Indonesian human resources. Therefore, with an orientation towards achieving educational goals, educational sports activities consist of various branches such as athletics, games, water sports, and martial arts. One of the sports games carried out in the educational process is football.

Football is one of the materials taught in PJOK subjects at every level (Kuswoyo, 2019). Where football is a type of sport that is in great demand by various groups (Suryadi, 2022b), this is also evidenced by women who are very enthusiastic about this game (Carr & Power, 2020; Estevez & Donato, 2021), adult men, teenagers, parents, and children (Wade et al., 2021). Furthermore, Pache (2020) said that this sport is the main spectacle. In addition, football is a team sport that requires each player to have qualified physical endurance (Busyairi & Ray, 2018), as well as a variety of basic techniques that must be learned in football games, one of which is shooting or kicking a ball (Haryanti et al., 2021), where this is useful for putting the ball into the opponent's goal and is accompanied by good strength and accuracy (Mustika et al., 2021). Therefore, there is a need for guidance from an early age to support sports careers in Indonesia, one of which is through physical education in schools (Suryadi, 2022b).

The success of an education in schools can be seen from changes in behaviour, thinking, and movement abilities, which can be monitored from the learning outcomes that have been achieved by students (Kuncahyono et al., 2020). At the end of each learning process, an evaluation is always carried out to determine the level of success of students in the learning process that has been carried out for a certain period of time (Haryani et al., 2022). Teachers, as educators, have a major role in contributing to the success of their students (Hidayat & Kosasih, 2019; Suryadi et al., 2023). A teacher can be said to have provided education and learning if there is a change in the behaviour of his students in a better direction (Bachtiar et al., 2021; Rahayu, 2020). Updates to the current learning model are needed so that students can play an active role in the learning process (Kuncahyono et al., 2020).

The important role of PJOK means that the quality of physical education, sports, and health must be improved, including by improving the ability of PJOK teachers, especially in learning models and methods (Trimantara, 2021). The use of the right learning model is very beneficial for students in understanding the learning material by means of students observing, reading, and analysing all the skills that have been prepared (Mirdad, 2020). This can be seen in the research of Suryadi et al. (2023), which states that student learning achievement is influenced by the right learning model so that it has a positive influence on results. Lynch et al. (2016) research confirms the above research that learning models play an important role in improving student learning achievement. Therefore, the selection of an appropriate learning model is necessary to achieve the desired goals.

Through preliminary studies based on observations and interviews with physical education teachers at SMP Negeri 2 Tebas, there are still many students who have difficulty shooting in football games. Whereas shooting ability in a football game is needed to achieve winning results in a match (Suryadi, 2022b). Therefore, a teacher is required to guide in order to help and spur the development of achievement (Wahyudi et al., 2023). Thus, teachers must be able to choose the appropriate model in the learning process (Suryadi et al., 2022). Where the benefits of learning using cooperative learning models have been proven (Hossain & Tarmizi, 2013), the results have been proven as a technique that encourages and motivates positive attitudes related to language learning and how to reduce negative attitudes. Although previously Triyudho et al. (2017) conducted a team game tournament (TGT) type cooperative learning model to improve the learning outcomes of football shooting. However, there are differences in the models and instruments used to determine the shooting results in the game of football. In addition, this research was conducted at different locations and schools, and this research has never been conducted in PJOK learning. So that this becomes one of the gaps that can be developed and the importance of this research is carried out. Based on this statement, this study aims to prove the effect of the team game tournament (TGT) type cooperative learning model on the learning outcomes of shooting football games.

METHOD

This research is experimental with a one-group pretest and posttest design. This research begins with taking data first (a pretest) to determine the initial ability of students by giving a test. Then provide treatment in the form of a cooperative learning model team game tournament (TGT), and then after the treatment, it will be continued with a final test (posttest). This research was conducted in class VIII A of Tebas 2 Public Junior High School in the PJOK subject with the material of shooting a big ball (football) game. The subjects in this study were students in class VIII A of Public Junior High School 2 for the 2022–2023 academic year. In this study, saturated sampling techniques were used, so that as many as 31 students were obtained as samples. The reason the researchers chose the population of class VII A was because these students were less active in PJOK learning and there were still many students who experienced difficulties in shooting football.

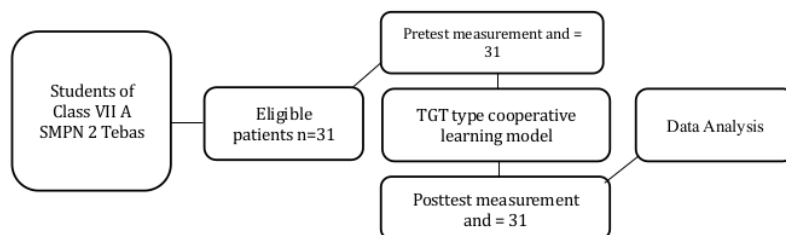


Figure 1. Chart of Research Procedures

The instrument used to collect pretest and posttest data is the Bobby Charlton shooting test put forward by Mielke (2007); in this test, the validity is 0.896 and the reliability of this test instrument is 0.879. Where the test is given, which is by dividing the goal field into six scoring areas. The top corner is worth 25 points, and the bottom corner is worth 20 points. The top of the centre and the bottom are worth 15 points. Students have four balls in front of the goal. The distance from the goal depends on the student's ability, but it should be no closer than the penalty spot. In this study, students had 15 seconds to kick all four balls into the goal. Next, the teacher or partner can record the score.

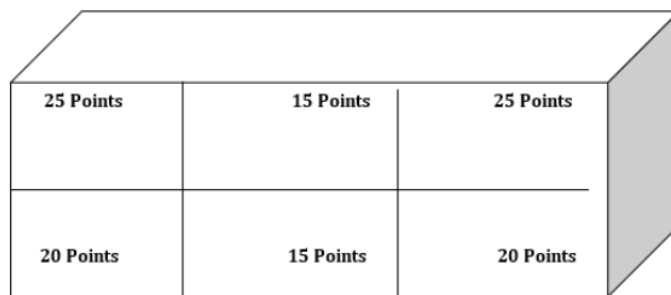


Figure 2. Football Shooting Test Instrument Based on (Mielke, 2007)

Data analysis in this study used an influence test; before that, a prerequisite test for normality was carried out; if the data was normal, it would be followed by a t test; if it was not normal, it used a non-parametric test assisted by the SPSS version 26 application.

RESULTS AND DISCUSSION

This research was started by conducting a pretest to obtain initial data on the learning outcomes of shooting in big ball games (football) by students. Then, after the initial data is known, it will be given treatment using the TGT type cooperative learning model, then proceed with the posttest. The results can be seen in Table 1.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
Pretest Shooting	31	65.00	85.00	70.64	6.67
Posttest Shooting	31	70.00	95.00	81.77	6.77

The results in Table 1 show that the mean pre-test learning outcomes for shooting are 70.64, while the mean post-test for shooting ability is 81.77. Based on these results, the mean value of the post-test learning outcomes is greater than the mean pre-test.

Table 2. Kolmogorov-Smirnov One-Sample Normality Test

	Unstandardized Residuals
N	31
Test Statistics	0.117
asymp. Sig. (2-tailed)	.200 ^{c,d}

Based on Table 2, this research uses a normality test with the one-sample Kolmogorov-Smirnov formula. Based on the results of the normality test, it is known that the significance value is $0.200 > 0.05$, and it can be concluded that the residual values are normally distributed.

Table 3. Paired Sample t Test

		t	df	Sig. (2-tailed)
Pair 1	Pretest Shooting - Posttest Shooting	-8031	30	0.000

After the prerequisite test is carried out, it is continued with the t test to determine the effect given. The results showed a significance value of $0.0000.05$. Based on these results, it can be concluded that the cooperative learning model of the TGT type has a significant effect on the learning outcomes of students shooting football games. Therefore, the cooperative learning model of the TGT type can be applied to learning physical education, especially football material. These results are also reinforced by [Ardian et al. \(2019\)](#) study, which shows a significant increase in football shooting ability using the TGT type cooperative learning model. These results can be seen in Figure 3.

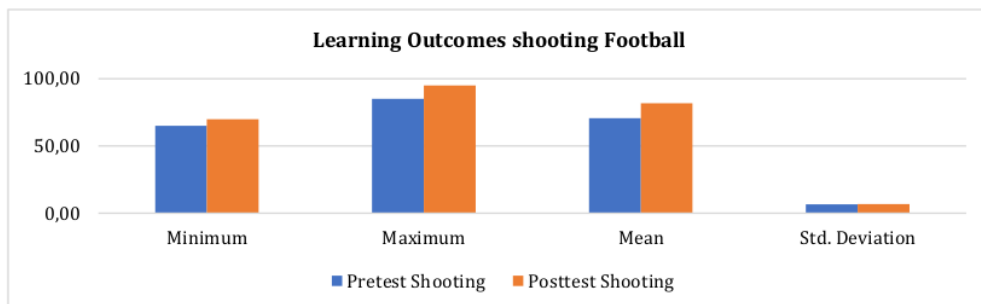


Figure 3. Learning Outcomes of Shooting Football

This study aims to determine the effect of the cooperative learning model of the team game tournament (TGT) type on shooting learning outcomes. The results showed a difference between the mean pretest (70.64) and the mean posttest (81.77), which means there was an increase of 10.13. The results showed a difference between the mean pretest (70.64) and the mean posttest (81.77), which means there was an increase of 10.13. The results of this study also showed that there was a significant influence of the team game tournament (TGT) cooperative learning model on learning outcomes in shooting football games. With the increasing learning outcomes of students' football shooting, the ability to play football will also increase because shooting skills are one of the basic skills in football games. With these results, the application of the cooperative

learning TGT type model is very important, namely with the aim of improving the shooting ability of football games. The results of this study are supported by previous studies, which say that the application of team games and tournament cooperative learning models in learning can improve learning outcomes in shooting technique skills in football (Triyudho et al., 2017), then reaffirmed by Ardian et al. (2019), whose research revealed that the cooperative learning method had an influence on increasing learning outcomes in shooting in football games. In addition, the results of Sofyan's research (2020) revealed that the STAD type cooperative learning method effectively improves lay-up and shoot basketball skills.

Subsequent research by Tejasari et al. (2013) revealed that the use of a team game tournament type of cooperative learning model had an influence on learning outcomes in basketball passing. Next, the learning cooperative model is able to improve learning outcomes, especially students' reading comprehension skills via online magazine media (Fauzia & Kelana, 2020). Apart from that, the results of Anwari's research, (2021) said that the application of the cooperative learning model has a positive influence, namely that it can increase student learning activity. As indicated by the results of observations with some students, the average student is active in learning. By applying a cooperative learning model, students can participate well, be able to think on their own (Cahyadi et al., 2021), and be encouraged to actively exchange ideas with others in understanding learning material (Samin, 2019). Based on this, cooperative learning methods are innovative and fun, where cooperative learning has various models or types that are more specific so that teachers are more flexible in designing classroom learning so that it is more varied (Sugiyadnya et al., 2019).

Another study by Fatirani (2022) showed that there was an effect of the jigsaw cooperative learning model on increasing learning activities. Then it affects student learning activities and is able to improve student learning outcomes (Sumardin, 2021). In addition, the cooperative learning model in social studies learning can improve the quality of student learning outcomes in elementary schools (Suantara, 2019). Recent research by Wanti et al. (2023) shows that applying the jigsaw type cooperative learning model triggers students to be more active and free to express opinions during discussions, improves student memory, improves learning outcomes, makes students more confident, and improves teamwork skills in group discussion. Based on the above review, it can be concluded that the cooperative learning method is highly recommended to be applied during learning because it can make students active and enthusiastic and improve student learning outcomes.

In addition, blended learning-based cooperative learning allows students to build teamwork skills (Fathurrahman et al., 2022). Through the application of cooperative learning models with concrete media, it can improve concept understanding (Suwarningsih, 2021), and cooperative learning using the mind mapping model is also able to increase student activeness in the teaching and learning process. Thus, students will be physically, emotionally, and intellectually involved, and it is expected that, in the end, the concept of changing objects taught by the teacher can be understood by students (Muslim, 2021). Based on these results, PJK teachers must have adequate knowledge of learning methods and principles as a basis for teaching and learning, for example, choosing the right method in the learning process (Maharani et al., 2022), because to overcome and improve football achievements, it is necessary to change the training method as a whole (Suryadi, 2022b).

CONCLUSIONS

The results of this study have a strong foundation regarding the cooperative learning model, based on the references listed in the discussion results. The results showed that the cooperative learning model of the team game tournament (TGT) type had a significant effect on the learning outcomes of shooting football. The results of the study also showed that there was an increase that occurred after being given the TGT type cooperative learning model treatment. The results of this study provide a new reference for sports teachers and sports practitioners regarding the cooperative learning model for teaching football shooting. So that the TGT-type cooperative learning model can be applied by teachers in physical education, especially for SMP-N2 Tebas students. The limitation in this study lies in the sample used, which only uses 1 class, and of course, it is still lacking and fairly small. In addition, in this study there is no comparison, so further research needs to be done. Recommendations for further research can use a control class using other effective learning models so that the difference in the effectiveness of the model used is clear, and of course, with a wider sample and population.

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