Jurnal Pendidikan Jasmani (JPJ)
Vol. 5, No. 2, October
ISSN: 2723-2816 (Online)

Effectiveness Of The Cooperative Learning Model Type Teams Games Tournament (TGT) On Learning Outcomes In Basketball Learning

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Abstract
Physical Education, Sports, and Health (PJOK) learning has problems, namely a decrease in the level of physical activity, motor skills, and healthy lifestyles of students. This can be caused by the very low level of student participation in participating in PJOK learning. The learning model is an important thing that must be present during learning. Determining the right learning model can also affect the effectiveness or ineffectiveness of a learning process. This study aims to determine whether there is a difference in learning outcomes after implementing the cooperative learning model of *the teams games tournament* (TGT) type in basketball games. The study was conducted at SMKN 2 Surabaya which is located at Jl. Tentara Genie Pelajar No. 26, Petemon Village, Sawahan District, Surabaya City, East Java. This study uses a quantitative approach of the pre-experimental type *(weak experiment)* as well as test and measurement techniques to evaluate learning outcomes and questionnaires in identifying student responses to learning. The test results were then analyzed using a descriptive test by converting the values into t-scores first and then analyzing them using the Wilcoxon Test to determine whether there was a difference between the *pre-test* and *post-test* values. Based on the results of the analysis, the results of the shooting test assessment showed an insignificant difference with an Asymp. Sig (0.974> 0.05). The results of the dribbling test assessment showed an insignificant difference with an Asymp. Sig (0.991> 0.05). The results of the passing test assessment showed an insignificant difference with an Asymp. Sig (0.991> 0.05). However, the results of the knowledge assessment test showed a significant difference with an Asymp. Sig (0.010 < 0.05). And the average percentage frequency of students who gave positive responses to the effectiveness questionnaire was 94.09%.

Keywords: *Cooperative Learning, Effectiveness, Basketball.*

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INTRODUCTION

One of the compulsory subjects in the learning process is Physical Education, Sports, and Health (PJOK). (Sudarsinah, 2021) PJOK is a learning that applies physical activities with the aim

of improving physical fitness, motor skills, knowledge, and healthy lifestyle habits. Therefore, PJOK learning must be able to create improvements, both in the psyche and physical of students (Wicaksono, 2019) .

According to (Winetu, 2019) there is a problem with the level of student participation in participating in PJOK learning which is very low so that there is a decrease in the level of physical activity, motor skills, and healthy lifestyles of students. To solve this problem, improving PJOK learning can be started by implementing innovative and creative learning focused on game-based learning that can increase physical activity and healthy lifestyles of students.

According to (Chusna, 2017) technological developments can have a negative impact on education, namely excessive use of gadgets makes students more individualistic. So that it has an impact on PJOK learning in the form of games by implementing cooperation between students.

According to (Lestari & Kurnia, 2023) the learning model is intended to make the learning process interactive, creative, collaborative, and relevant to the needs of students in the modern era. The PJOK learning process is carried out with strategies that have been designed by educators by paying attention to the curriculum as a guide. The curriculum used in the current era is the Independent Curriculum. The Independent Curriculum is a curriculum that gives students freedom to develop their talents and interests, and educators are also required not to be monotonous in the learning process (Welas Febriati, 2022) .

One of the problems in PJOK learning is the ineffectiveness of the PJOK learning process in schools (Ricky, 2020) . The application of the right learning model is one way to overcome this learning problem. Of the various learning models, one way to improve cooperation and learning outcomes is to apply a cooperative learning model. Cooperative learning is indeed designed to prioritize the creation of cooperation between students in small groups with different abilities to achieve predetermined learning goals (Agustryani et al., 2020) .

TGT is one type of cooperative learning model that is easy to use in the learning process, because it involves all students without any differences between individuals and contains elements of play and *reinforcement* (Pandiangan et al., 2018) . (Saputro et al., 2020) said that the TGT type can improve learning outcomes and make the learning process more effective. And (Mazhar & Priambodo, 2023) said that the TGT type can also improve student cooperation in the learning process in the form of games.

At the high school level, one of the materials taught in PJOK learning is basketball. However, (Ricky, 2020) said that the problem faced in learning basketball is that it is less varied

and effective during the learning process. For this reason, the application of the TGT type cooperative learning model is one way to overcome this problem. In order to achieve the learning objectives that have been planned in PJOK learning, an effective learning model is needed and can involve all students in the learning process. By implementing an effective learning model, students will find it easier to understand the material and make the teaching and learning process more creative and innovative. (Ulandari et al., 2019) .

Based on the results of observations on the School Environment Introduction (PLP) activity carried out from August 7 to November 30, 2024 at SMKN 2 Surabaya in PJOK learning in basketball material, there were problems, namely the low level of student participation and the ineffectiveness of the PJOK learning process. Therefore, the researcher intends to conduct a study entitled "The Effectiveness of *the Teams Games Tournaments (TGT)* Type *Cooperative Learning Model* on Learning Outcomes in Basketball Learning".

METHOD

This study uses a quantitative approach with a pre-experimental type (*weak experiment*) and uses the One Group Pretest-Posttest Design. This design does not use a control group, and the subjects are not taken randomly (Maksum, 2018) . This research was conducted at SMKN 2 Surabaya and this research was conducted for four meetings in May-June 2024. The population and sample of this study were 878 class XI students in 24 classes, more precisely using class XI TAV 2. The sample in this study used a *purposive sampling technique* with a *cluster random sampling type* . The data collection technique in this study used a questionnaire or questionnaire for the basketball knowledge and skills learning outcome test, as well as tests and measurements for the learning effectiveness test. The data analysis technique in this study used descriptive analysis and t- *test* (*paired t-test*) to see the difference between *the pretest* and *posttest*. The effectiveness instrument in this study was in the form of a questionnaire that would be given and then filled out by students after participating in learning that implemented the TGT type *cooperative learning model*. The questionnaire was adopted from (Sangkala, 2017) . The requirements for conducting a t-test are that the data to be analyzed must be normally distributed and homogeneous, by conducting a Normality Test and a Homogeneity Test (Maksum, 2018) . Before conducting a descriptive test, the existing data will be converted into *t-score data*.

However, the Normality Test and the Wilcoxon Test will be used if the data obtained is not normally distributed.

RESULTS AND DISCUSSION

Results

Based on the results of the research that has been carried out, the data obtained has been analyzed and the results obtained. The results were obtained from the analysis through IMB SPPS 25, here are the results:

Table 1. Descriptive Test

Pre-Test				***Post-Test***			
Min	***Max***	***Mean***	***SD***	***Min***	***Max***	***Mean***	***SD***
Shooting							
41.99	76.39	50	10	36.90	71.44	50	10
Dribbling							
35.81	65.20	50	10	37.17	69.07	50	10
Passing							
33.87	59.39	50	10	25.43	61.05	50	10
Knowledge							
20	100	56.55	18,761	10	100	68.97	18,194

Table 2. Tests of Normality

Shooting		***Dribbling***		***Passing***		**Knowledge**	
Pre-Test	***Post-Test***	***Pre-test***	***Post-Test***	***Pre-test***	***Post-test***	***Pre-test***	***Post-test***
.000	.024	.000	.002	.000	.000	.267	.005

Based on the results of the Normality Test in the table above, it can be concluded that the data that is normally distributed is only the results of the knowledge *pre-test* . Therefore, a nonparametric test will be carried out, namely the Wilcoxon Test. The Wilcoxon Test is used to analyze the results of paired research from two data that are not normally distributed whether they are different or not.

Table 3. Wilcoxon test

Shooting	***Dribbling***	***Passing***	**Knowledge**
0.974	0.991	0.991	0.010
Asymp. Sig. (2-tailed)			

Based on the results of the Wilcoxon Test in the table above, it can be concluded that in the *shooting test assessment* there is an insignificant difference or asymp sig value > 0.05. In the *dribbling test assessment there is an insignificant difference or asymp sig value > 0.05. In the passing* test *assessment* there is an insignificant difference or asymp sig value > 0.05. In the knowledge test *assessment* there is a significant difference or asymp sig value < 0.05.

Table 4. Results of the Effectiveness Questionnaire Analysis

Question number	**Frequency of Student Answers**		**Percentage (%)**	
	Like	**Not happy**	**Like**	**Not happy**
1	29	0	100%	0%
2	29	0	100%	0%
	Interesting	**Not attractive**	**Interesting**	**Not attractive**
3	29	0	100%	0%
4	28	1	96.55%	3.45%
	Yes	**No**	**Yes**	**No**
5	29	0	100%	0%
6	22	7	75.86%	24.14%
7	25	4	86.21%	13.79%
Amount	191	12	658,62%	41,38%
Average	27,28	1,71	94,09%	5,91%

Based on the results of the effectiveness questionnaire analysis above, it can be concluded that class XI TAV 2 students at SMKN 2 Surabaya classically gave a positive response to PJOK learning by implementing the TGT type cooperative model. For this reason, each question in the

student response questionnaire has a category in its assessment according to the predetermined indicators.

Discussion

Based on the results of the study that have been processed using SPSS version 5, the results obtained can answer the formulation of the problem, namely is there a difference in learning outcomes after the implementation of the TGT type *cooperative learning* model in basketball learning? How effective is the TGT type cooperative learning model on learning outcomes in basketball learning? From the number of samples in this study, there were 29 students who took *the pre-test* and *post-test.* Based on the results of the discussion above, it can be seen that the TGT type *cooperative learning model* is quite effective in improving students' knowledge learning outcomes, this is because the implementation of the TGT type *cooperative learning model* has a syntax that can improve student learning outcomes. However, in this study the learning model was less effective in improving the learning outcomes of basketball learning skills in class XI TAV 2 at SMKN 2 Surabaya. This is because students do not support the learning process well so that students' motor skills are considered still low. There are several factors that influence this, namely the learning process is carried out during the day so that students tend to complain when carrying out the learning process in the field. Therefore, learning is less effective and causes no increase in learning outcomes of skills. The results of this study are relevant to the results of research by (Putra & Sudarso, 2017) which showed that there was a significant influence on the knowledge aspect, while on the skills aspect there was no significant influence between the completion of learning *to shoot* a basketball before and after *treatment was given* .

CONCLUSION

Based on the results obtained, the average percentage of students' frequency who gave positive responses to learning using the TGT type *cooperative learning model* was 94.09%. Therefore, this learning model is effective for use in PJOK learning. It is concluded that the learning outcomes of students after the implementation of the TGT type *cooperative learning model* in basketball learning have no significant differences in the psychomotor aspect after treatment. However, in the cognitive aspect, students experienced a more significant increase than in the psychomotor aspect.

AKNOWLEDMENT

I would like to thank all parties who have participated in this research. Thank you to Allah for all His blessings and help. In this temporary life, you allow me to seek and share knowledge. May the knowledge I gain in this course be useful for other human beings. I also dedicate this work to the people who matter in my life.

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