



The Teams Games Tournament (TGT) Learning Model to Improve Basic Sprint Running Techniques of Class IV of SD Negeri 5 Purwanegara

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Abstract: This study aims to examine the application of the Teams Games Tournament (TGT) learning model to improve the basic sprinting technique of fourth-grade students at SD Negeri 5 Purwanegara. The research employed a Classroom Action Research (CAR) design consisting of two cycles, each involving the stages of planning, action, observation, and reflection. The study used a one-group pretest-posttest design involving a sample of 24 students, comprising 10 male and 14 female participants. The students' sprinting technique skills were assessed using a rubric-based evaluation of basic sprinting techniques. Data analysis was conducted using a repeated measures ANOVA test with SPSS version 27. The results showed that the Greenhouse-Geisser corrected value in the Tests of Within-Subjects Effects table indicated a significant p-value of 0.001 ($p < 0.05$). This means there was a statistically significant difference in the average improvement of students' basic sprinting technique after applying the TGT learning model. Based on the results, it can be concluded that the application of the Teams Games Tournament (TGT) model in physical education activities effectively improves students' basic sprinting techniques.

Keywords: Teams Games Tournament (TGT); students; games traditional; technique base run fast

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INTRODUCTION

Physical education is an essential component in developing the psychomotor aspects of students. The physical aspect serves as one of the key indicators in measuring national development, particularly in improving human resources at the foundational level (Mangela, 2020). Physical education activities can be conducted systematically by considering the availability of facilities and infrastructure in schools and their surroundings, without neglecting the essence of achieving educational goals whether for academic, recreational, or developmental purposes (Dayanti et al., 2021; Karo Karo, A. A. P., Sari, L. P., & Hendrawan, D., 2025).

According to the Law of the Republic of Indonesia Number 3 of 2005 concerning the National Sports System, Article 1 Paragraph 11, sports education is defined as physical education and sports activities that are carried out in a regular and continuous manner as part of the educational process to gain knowledge, character, health, and physical fitness. Through sports activities, students can become physically, spiritually, and socially healthy, ultimately forming individuals who are prepared to face daily challenges and become productive, high-quality members of society (Indrawan & Aji, 2019).

Physical education is a subject taught at specific school levels and is an integral part of a comprehensive educational system. It emphasizes multilateral activities, the cultivation of healthy lifestyles, and the harmonious, balanced development of physical, mental, and social aspects (Triananda, 2023). The learning content includes basic motor skills, techniques, and strategies in games or sports (Bangun et al., 2023). All activities should be grounded in appropriate methods to ensure learning objectives are met. Physical education is expected to offer students enjoyable, creative, innovative, and skill-enriching experiences.

Varied physical activities in physical education are crucial because they aim to develop the three learning domains: attitude, knowledge, and skills. These domains can be nurtured through movement-based learning and physical activities that incorporate elements of sport (Khusnul Khotimah et al., 2023). One of the sports disciplines commonly taught in schools is athletics, particularly sprinting. Sprinting involves running a short distance at maximum speed from the starting line to the finish. Typical sprint events include the 100-meter, 200-meter, and 400-meter races, which begin with a crouch start. The goal of sprinting is to cover the set distance as quickly as possible by applying fundamental techniques in starting, running, and finishing (Prabowo, 2019).

Based on initial observations of fourth-grade students at SD Negeri 5 Purwanegara in Banjarnegara Regency, comprising 24 students (10 boys and 14 girls), it was found that their sprint learning outcomes and basic sprinting techniques were still lacking. This was evident from the practice scores, where many students failed to meet the Minimum Mastery Criteria (MMC). Contributing factors included unengaging learning due to the absence of an interesting instructional model, minimal student participation during sprint learning, and low levels of student activity during the learning process.

According to Hanik (2015), several reasons contribute to students' poor performance in sprint learning. These include a lack of interest and motivation in athletics, especially in sprinting; common technical errors in starting and finishing positions; hesitation during initial movements that reduce sprint performance; and incorrect body positioning when approaching the finish line, leading to unsatisfactory results. To address these learning difficulties and enhance students' attention during lessons, effective teaching strategies are needed. The Team Games Tournament (TGT) model is considered a suitable cooperative learning approach. TGT is easy to implement, involves all students equally, and incorporates elements of peer tutoring and games. It promotes active participation, collaboration, and healthy competition among students.

Based on this rationale, the researcher is motivated to conduct a classroom action research study aimed at improving students' sprinting abilities specifically the 100-meter sprint through the implementation of the Team Games Tournament (TGT) learning model.

METHOD

This study is a Classroom Action Research (CAR) that applies a specific intervention method using a spiral model, which consists of several cycles and stages, namely: problem diagnosis, action planning, implementation of actions and observation of events, evaluation, and reflection. The purpose of this approach is to improve the quality of learning and the relevance of education. According to Sugiyono (2017), the population refers to all individuals or objects possessing specific characteristics to be studied. In this study, the population includes all students at SD Negeri 5 Purwanegara.

The sample for this research consists of all Grade IV students at SD Negeri 5 Purwanegara, totaling 24 students. The research instrument used is a performance skill test assessed with a rubric designed to evaluate basic sprinting technique.

Observation was conducted as a data collection technique through direct monitoring of students' activities during the learning process. The observed behaviors were documented using an observation sheet. According to Sanjaya in Wati (2018), the data analysis technique employed was the repeated measures ANOVA test, using SPSS software.

Table 1. Rubric for assessing sprint technique performance

No	Indicator	Aspect	Score		
			1	2	3
1	Willing	1. Squat , one of the knee on the ground and second the soles of the feet are on tiptoe .			
		2. Hands straight Beside the body, fingers to form inverted V letter in soil .			
		3. Views to lower .			
1	Start ready	1. Buttocks lifted more tall from the shoulder.			
		2. Knees bent to form corner support .			
		3. Hands straight support weight .			
2	Yes	1. Reaction fast .			
		2. Maximum leg push .			
		3. Launch No Jump .			
2	Swing Hand	1. Have power.			
		2. more right angle less than 900.			
		3. Fingertips front maximum limit forehead .			
3	Footsteps	1. Length.			
		2. Fast .			
		3. Steady as well as step on with end sole .			
4	Position Togok	1. Lean forward .			
		2. Head symmetrical with togok .			
		3. Straight facing Forward .			
5	Finish	1. Speed stable even improved .			
		2. Bigger chest formerly .			
		3. Views forward even improved .			
Amount		21			

Research data collection This is with do practice show Work technique base sprint run. What is done after implementation of *the Teams Games Tournament* model (TGT), next done calculation with formula as following:

$$Score = \frac{\text{Total Score Obtained}}{\text{Maximum Score}} \times 100\%$$

Table 2. Sprint technique category intervals

No.	Interval	Category
1	91 – 100	Very Competent
2	76 – 90	Competent
3	51 – 70	Quite Competent
4	31 – 50	Less Competent
5	11 – 30	Not Competent

RESULT AND DISCUSSION

Result

Based on research data results Application of the Games Tournament (TGT) learning model for improve basic techniques sprint running for students Class IV of Elementary School 5 Purwanegara obtained results as following:

Before implementation of the TGT model, ability student in Performing Basic Techniques sprint run is judged through test beginning. the data can seen in table 4 as following:

Table 3. Results of sprint running technique ability

No.	Interval	Category	Frequency	Presentation
1	91 - 100	Very Competent	0	0%
2	76 - 90	Competent	4	16%
3	51 - 70	Enough Competent	6	25%
4	31 - 50	Less Competent	14	59%
5	11 - 30	No Competent	0	0%
Amount			24	100%
Average			41.15	

The results show that majority student is at in category No competent 0, less competent 59%, sufficient competent 25 %, Competent 16% and Very Competent 0, with an average value of 41.15.

Table 4. Results of sprint running technique ability

No.	Interval	Category	Frequency	Presentation
1	91 - 100	Very Competent	0	0%
2	76 - 90	Competent	6	25%
3	51 - 70	Enough Competent	8	34%
4	31 - 50	Less Competent	10	41%
5	11 - 30	No Competent	0	0%
Amount			24	100%
Average			44.71	

The results show that majority student is at in category No competent 0, less competent 41%, sufficient competent 34 %, Competent 25% and Very Competent 0, with an average value of 44.71.

After the implementation of the TGT model, the ability student in Performing Basic Techniques sprint run is judged through test cycle II. the data can seen in table 6 as following:

Table 5. Results of sprint running technique ability

No.	Interval	Category	Frequency	Presentation
1	91 – 100	Very Competent	3	12%
2	76 – 90	Competent	16	67%
3	51 – 70	Enough Competent	4	17%
4	31 – 50	Less Competent	1	4%
5	11 – 30	No Competent	0	0%
Amount			24	100%
Average			60.14	

The results show that majority student is at in category No competent 0, less competent 4%, sufficient competent 17 %, Competent 67% and Very Competent 12%, with an average value of 60.14.

Research result show that the Learning model *Team Games Tournament (TGT)* in increase Basic Engineering Skills Shiva sprint run. *Team Games Tournament (TGT)* Model is one of the the most effective way in increase ability technique base student sprint significant improvement from pre cycle to cycle II shows that with playing games can help student understand and master technique base more OK. Next is an upgrade table Basic Engineering Skills Sprint race of students of Puwanegara 5th State Elementary School as following:

Table 6. Percentage Improvement Skills

Category	Pre Cycle	Cycle I	Cycle II	Conclusion
Very Competent	0%	0%	12%	Improvement
Competent	16%	25%	67%	Improvement
Enough Competent	25%	34%	17%	Improvement
Less Competent	59%	41%	4%	Decrease
No Competent	0%	0%	0%	Decrease

On the results of the pre -test data cycle , cycle 1, and cycle 2 with *repeated measures anova* test For know influence of learning models *Games Tournament (TGT)* for increase Basic techniques run *sprint* on students Class IV of Elementary School 5 Purwanegara found data that will be presented in the table , as following :

Table 7. Tests of Within-Subjects Effects

Measure: TGT						
	Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Cycle	Sphericity Assumed	352.3	2	176,167	67,343	.001
	Greenhouse-Geisser	352.3	1.168	301,684	67,343	.001
	Huynh-Feldt	352.3	1.192	295,520	67,343	.001
	Lower bound	352.3	1,000	352,333	67,343	.001

Based on the output table of the test of within subjects effects in table 7 above, shows that value *greenhouse- geiser sig* is $0.001 < P. 0.05$. Then in other words there is Average difference in basic technique improvement run *sprint* on students Class IV of Elementary School 5 Purwanegara from pre cycle, cycle 1, and cycle 2. With Thus the Learning Model *Teams Games Tournament (TGT)* has influence to improvement technique base student sprint class IV of SD Negeri 5 Purwanegara.

Discussion

The Teams Games Tournament (TGT) cooperative learning model can significantly influence sprinting performance because it combines elements of competition, teamwork, and active student engagement. In the TGT model, students learn in small groups to understand the material and then compete in a tournament format. This approach creates a learning environment that is both enjoyable and challenging, allowing students to gain maximum benefit. The spirit of healthy competition encourages students to perform at their best, fostering consistency, discipline, and motivation (Kurniyanto, 2024).

The TGT cooperative game model also supports the development of motor skills through direct, collaborative practice. In sprint activities, coordination and peer interaction are crucial. Students are able to help one another correct running techniques, which accelerates the learning process and reduces movement errors. This form of learning also fosters self-confidence and a sense of responsibility among group members, ultimately improving comprehensive learning outcomes in sprinting (Sonjaya, 2016).

For sprint learning to yield optimal results, attention must be paid to several key components, including strength, speed, and reaction time at the start. Arm muscle strength is essential, as strong arms contribute to increasing running speed. Explosive leg power is also critical, especially during the start phase, as it enhances reaction speed and supports acceleration. Moreover, explosive power enables a strong push-off, which is vital for maintaining speed during the sprint. Reaction time at the start plays a crucial role; a quick reaction can lead to a more effective start and significantly influence sprint completion time (Yuwono, 2019).

CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that the application of the Learning model. Teams Games Tournament (TGT) is applied Through a fun and competitive approach, making students more active, motivated, and show improvement ability technique base run sprint on students class IV of Elementary School 5 Purwanegara. With Thus the learning model Teams Games Tournament (TGT) can used as a learning strategy in increase skills locomotive in aspect psychomotor students especially in technique base sprint run.

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CONFLICT OF INTEREST

Clearly explain whether there are any conflicts of interest related to the reported research.

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