



RESEARCH ARTICLE

Improving Football Dribbling Learning Outcomes Through the Teams Games Tournament (TGT) Cooperative Learning Model for Class V Students at SDN Paya Deman 2

Ratnawati*¹

¹ Universitas Samudra, Fakultas Ilmu Pendidikan, Aceh, Indonesia

*Email: ratnawatilhoknibong@gmail.com¹

Abstract

The general objective of this research is to enhance student outcomes through the implementation of soccer dribbling using the cooperative model of Teams Games Tournament (TGT). Additionally, this study aims to obtain in-depth information about the application of game variations in soccer dribbling. The research design employed is Classroom Action Research (CAR). The subjects in this study are 22 students from class V at SDN Paya Deman 2. The research was conducted over two meetings spanning two cycles. Each cycle consisted of four stages. The first cycle indicated that through action, students can self-motivate. From this first cycle, the result was 46%, indicating it was incomplete. The second cycle, as a reflection of the first cycle, also demonstrated that action improves student learning outcomes. The result of the second cycle was 100%, indicating completion. Based on the findings of this research, it can be concluded that: (1) Learning soccer dribbling using the cooperative model of Teams Games Tournament (TGT) enhances student learning outcomes, (2) Learning soccer dribbling using TGT motivates students and encourages active participation in the learning process.

Keywords

Improving Learning Outcomes, Dribbling, Cooperative Model of Teams Games Tournament (TGT)

INTRODUCTION

School is a formal institution that is systemized as an effort to improve student achievement. The success or failure of educational activities at school is shown by changes in students' behavior, knowledge, attitudes and skills as students (UNJ, 2012). In carrying out learning, educators besides having to master the teaching material, of course also need to know how the material will be delivered and what the characteristics of the students who receive the learning material are (Arikunto, 2010). A teacher's failure in delivering teaching material is not because the teacher does not master the material to be taught but rather the teacher does not master how to convey the material to be taught (Meire, 2011). Physical education, sports and health are an integral part of overall education, where the aim of physical education itself is to develop aspects of physical fitness, movement, thinking, social and even emotional skills of a child in accordance with the objectives of national education article 3. (Ministry of Education and Culture, 2013)

The implementation of physical education, sports and health is considered to still require improvements to support the achievement of learning objectives (Suherman, 2000). There are several reasons why it is considered necessary to modify this subject, including: (1) the teacher's teaching style is still monotonous and teacher centered, (2) the teacher's lack of approach to students in the teaching and learning process, (3) the lack of learning evaluations for students at the end of the activity, (4) the lack of understanding of students and even teachers in terms of achieving learning targets, (5) limited teacher creativity in learning activities. Deficiencies in the learning process will have a negative effect on achieving the desired results (Sidik, 2010). These negative impacts can be in the form of: (1) students do not have the

opportunity to develop basic skills (locomotor, non-locomotor and manipulative), (2) students do not understand the movements and goals of learning, (3) students are not active and do not enjoy the learning process, (4) failure to achieve learning targets. (Aip Syarifuddin, 1992)

In football dribbling material, most physical education teachers have not been able to assess what is actually the goal of achieving the learning itself. Most physical education teachers only look at the child's results without paying attention to the stages of movement in the material provided. Physical education teachers often teach using conventional methods, namely by lining up children and asking them to make movements with full energy (Sukintaka., 2014). In fact, this method is not completely wrong, but it would be good if a physical education teacher saw the child's basic movement process through its stages, so that later it would help the child to find the correct technique and have a deep understanding of the movements being studied.

Based on the description above, it is deemed necessary to improve, creativity and innovation in teaching physical education, sports and health, especially in football dribbling material. Basically, teaching must refer to activities that are safe, comfortable and enjoyable (Mulyasa., 2003). For this reason, in this research the researcher tries to apply soccer dribbling learning to fifth grade elementary school students through the cooperative teams games tournament (TGT) model. In this case the researcher tries to provide material using the cooperative teams games tournament (TGT) which is expected to help students and educational teachers. jasamani in the teaching and learning process on soccer dribbling material.

METHODS

This research was carried out at SDN Paya Deman 2, the research was carried out in odd 2022 with a sample size of 22 class V students taken using total sampling techniques. This research uses a Classroom Action Research (PTK) approach, with a kemmis and taggart design. (Endang Mulyatiningsih., 2011)

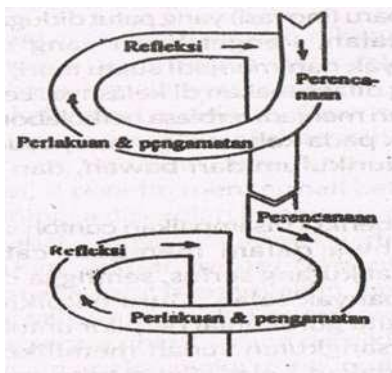


Figure 1: Kemmis and Taggart model.

Action research is a form of research design, where in the action research design the researcher can describe. Procedures need to be explained according to the type of research (Madya, 2011). The type of data, how the data is collected, with which instruments the data is collected, and the technicalities of collecting it, need to be explained clearly in this section. How to interpret the data obtained, its relation to the problem and the purpose of interpreting and explaining a social situation at the same time as making changes or interventions with the aim of improvement or participation (Suganda, 2011). Carrying out research involves colleagues as collaborators and class teachers as implementers of the action (Sudjana, 2017). The final result of the action research activities was to increase the learning of soccer dribbling in fifth grade elementary school students.

The instrument in this research is using a football passing test, the data collection tool in this research uses a test instrument. The test instrument in this research is to carry out a soccer passing test to measure passing ability in the soccer game which is used as the sample for this research. The procedure for carrying out the test is as follows: (1) Students perform football passing technique skills, (2) Students perform football passing techniques with the same opportunities, (3) In carrying out passing techniques, students strive to comply with what has been determined. There is a numerical assessment which provides a score according to certain criteria to see the abilities or movements that are in accordance with those that have been determined. "meaning of numbers: 4 means (very high), 3 (high), 2 (low), 1 (very low)" (Sugiyono, 2017)

After being given treatment or learning about passing techniques, students are given a final test (posttest) with the aim of finding out the final results of their soccer passing technique abilities. The research subject was the 2 Lokop State Elementary School, East Aceh Regency, which involved 20 students. The data collection technique uses random sampling. then proceed with analysis by means of quantitative description and difference tests.

RESULTS

Cycle I

Based on the results of the research and evaluation conducted by researchers, it can be concluded that through the soccer dribbling learning model through the cooperative teams games tournament (TGT) model, the initial process, core movements and final attitudes in learning soccer dribbling can be improved so that student learning outcomes are better than before. The final process, action and reflection were used to determine the shortcomings in implementing the planning program which emerged in the analysis of the lesson model, provision of material, application of the soccer dribbling learning model through the cooperative teams games tournament (TGT).

The evaluation results obtained by students in the initial test are presented in the form of tables and bar charts as follows:

Table 1. Distribution of Soccer Dribbling Learning Results

Cycle I

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	6	27%
3	70.0-79.0	6	27%
4	80.0-89.0	10	46%
5	90.0-99.0	0	0%
6	100	0	0%
JUMLAH		22	100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

The average score of the class = $S \times F / f$

= $1679 / 22 = 76$

Number of successful students = 10

Completion percentage = 46%

Based on student learning results in cycle I, the class average score for learning football dribbling was 76, students who passed in cycle I had a passing percentage of 46% and students who did not pass 54%. For more details, you can see the diagram below

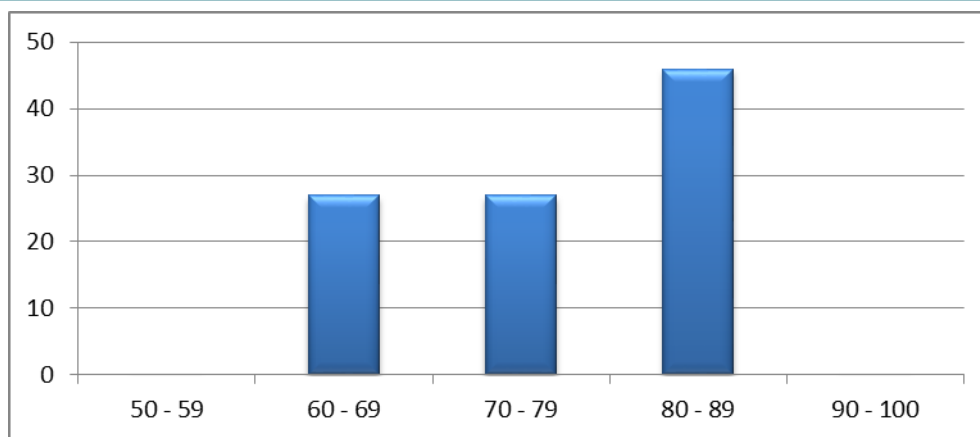


Figure 2. Graphic diagram of Cycle I of soccer dribbling results

So from the data obtained in cycle I, there were 10 students who completed cycle I with a percentage of 46% of students passing and 12 students who did not pass with a percentage of 54%. Because this first cycle could not be said to be successful because the number of students who had completed had not yet reached 80% of the total, it was continued to the second cycle where action had been given with the results of around 22 students completing with a percentage of 100%.

Cycle II

Observation results were generated from field notes (CL). Observation results from field notes regarding the learning model using cooperative teams games tournament (TGT) to improve learning outcomes for soccer dribbling.

Table 2. Distribution of Learning Results for Soccer Dribbling Cycle II

NO	NILAI/SKOR	F	%
1	50.0-59.0	0	0%
2	60.0-69.0	0	0%
3	70.0-79.0	0	0%
4	80.0-89.0	22	100%
5	90.0-99.0	0	0%
6	100	0	0%
JUMLAH		22	100%

Information:

$S \times F = \text{Score} \times \text{Frequency}$

The average score of the class = $S \times F / f$

= $1879 / 22$

= 85

Number of successful students = 22 Percentage of success = 100%

Based on the table above, we can conclude that 22 people completed the test with a 100% presentation. This can be seen from the histogram graph below:

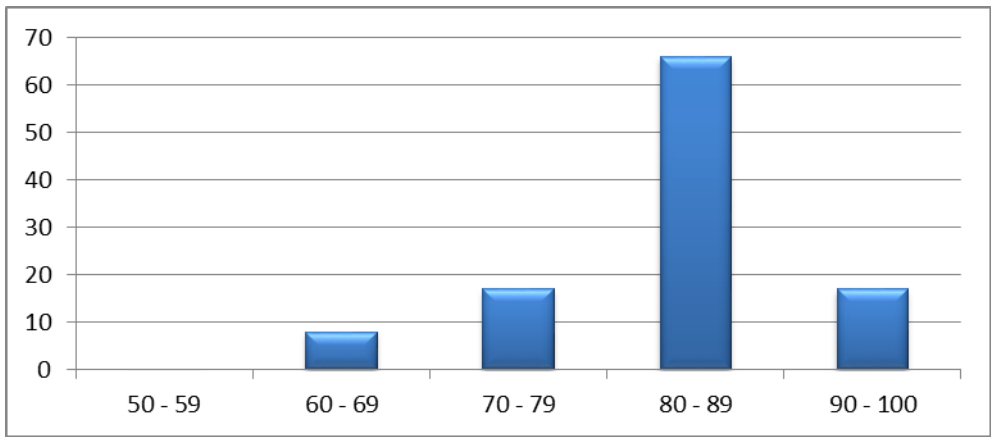


Figure 3. Bar diagram of Learning Results for Soccer Dribbling Cycle II

At this last meeting the students seemed to have made a lot of changes and progress where the students had applied the cooperative teams games tournament (TGT) model to the soccer dribbling material, where the students were able to carry out the initial, core movements and final stance correctly. Students have experienced a lot of progress, overall students and teachers carry out learning well and correctly. It has been proven that students apply this playing approach to practice on soccer dribbling material with satisfactory results where classically 80% have been completed according to the specified target.

An increase of 22 students who passed or 100% of the total number of students shows the progress of students in participating in football learning using the cooperative teams games tournament (TGT) model. Researchers and collaborators have found answers that have become research material, namely the application of learning with a play approach to the material. Football dribbling can improve learning outcomes.

Table 3. Comparison of Soccer Dribbling Assessment Results

No	Kategori	Nilai kelulusan	Siklus 1		Siklus 2	
			F	%	F	%
1.	Lulus	> 75	10	46	22	100
2.	Tidak lulus	< 75	12	54	0	0
3.	Σ		22	100	22	100

It can be seen from the table above that in cycle 1 there were 10 students (46%) who passed and 12 students (54%) who did not pass, in cycle 2 there was a significant increase in that there were 22 students who passed. (100%) and there were no students who did not pass (0%), so it can be concluded that there is an increase in soccer dribbling learning outcomes seen from cycle 1 compared to cycle 2. More details can be seen from the histogram diagram below.

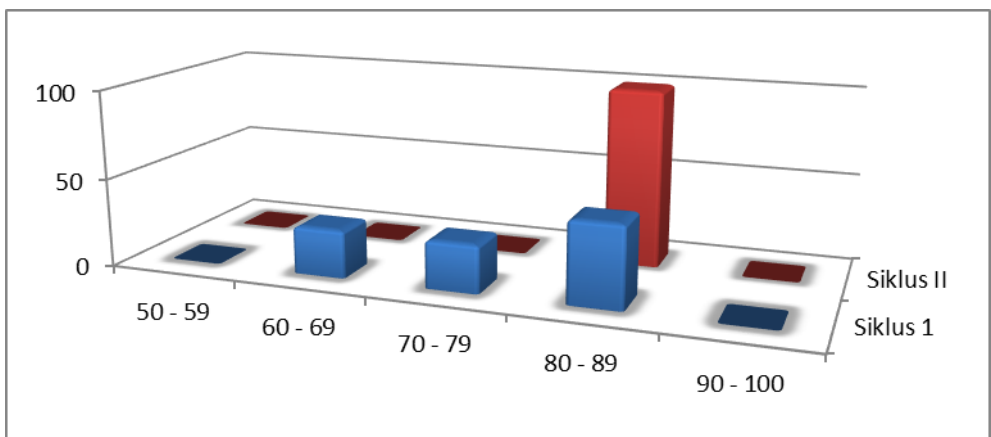


Figure 4. Comparison graph of soccer dribbling learning outcomes

According to researchers and collaborators, the research stops here and is not continued to the next cycle, because the problem has been answered, namely through research on the application of cooperative teams games tournament (TGT) on soccer dribbling material to the teaching and learning process.

CONCLUSION

The researcher's hope is that 80% of students will be active and enthusiastic in participating in learning activities. So that in the second cycle the researchers succeeded in improving the learning approach by providing understanding and direction according to the students' conditions at that time. The result was that 22 students were active in participating in athletic learning, there were no students who were sometimes active and sometimes indifferent. Based on student learning outcomes in the first cycle, the average score for the soccer dribbling learning class was 76 with a completion percentage of 46% of students who passed and student learning outcomes in the second cycle was 85 with a completion percentage of 100% of students who passed.

Based on the research results that have been presented, in general it can be concluded that there is an increase in student learning outcomes with the cooperative teams games tournament (TGT) model on soccer dribbling material in physical education learning for class V students at SDN Paya Deman 2.

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