

# Application of Teams Games Tournament (TGT) Type Teaching Model in Efforts to Improve Playing Skills in Futsal Game Learning Activity

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**Abstract:** This study aims to examine students' playing skills through the application of cooperative learning model type Teams Games Tournament in futsal game. The research method used is Classroom Action Research method by applying the research design developed by Kemmis and Teggart. The research consists of several steps, namely as follow: (1) action planning, (2) action implementation, (3) observation, and (4) reflection. Place of study at SDN Gegerkalong I KPAD Bandung with the object of research class V students amounted to 31 students. The research process is divided into II cycles consisting of IV actions. Each action uses a variety of motion tasks that are packaged in a game that has levels and steps from the easiest to the most difficult. Data were collected using GPAI instruments. Then all the data collected were analyzed using percentage technique. The overall average score of baseline data was 30.70% and cycle I action I was 40.54%, cycle I action II was 55.19%, cycle II action I was 63.06%, and cycle II action II was 76 , 35%. From the average aspects of playing skills based on the results of data analysis, obtained conclusion through the application of Teams Games Tournament type of cooperative learning model can improve the skills of futsal playing. As a suggestion from the results of research, in giving futsal learning materials, it should be gradually given from the easiest to the hardest.

## 1 INTRODUCTION

In National Education Council (1996) and Darling (2012) Physical education is an educational process that is strung together in several motion activities and aims to achieve an educational goal and is an integral part of the overall education system. Physical education is designed to improve physical fitness, develop motor skills, knowledge, attitudes, healthy living behaviors, social skills, and emotional intelligence. As revealed by Suherman (2009):

The ability to exercise with skill is not by itself carried away from birth. Humans may genetically be stronger, taller, and faster. But the physical quality does not necessarily cause the person to be directly able to exercise with skill. In a school system, sports and physical fitness are considered to be of such importance that they are incorporated into the curriculum as a compulsory field of study and a person skilled in the art is responsible for delivering this field of study to his or her students. This field of study is called the field of Physical Education and a

person who is responsible for teaching the subject is a Physical Education teacher.

Thus Physical education should be given to students as early as possible, because by giving Physical Education, it is expected to build a healthy attitude and character physically, intelligently in knowledge and is expected to have intelligence in every attitude and behavior. Physical education and sports in elementary schools have become part of the overall educational process with a view to changing student behavior. Nevertheless, the fact that the teacher of physical education in SDN Gegerkalong 1 KPAD performs the learning process in the traditional way by emphasizing the subject matter and the learning objective which is in the form of sports without regard to who the student is.

Related to the description of the problem faced by learners in learning caused by several factors, such as they dislike the teaching materials given by the teacher, the problem is derived from the lack of enthusiasm and participation of learners in following the learning.

A physical education teacher must have a strategy as to what should be applied so that learning activities are right on target. In addition to strategy they must also think about what learning models should be applied when learning is to be carried out according to Burden and Byrd (2003) in Subroto et al., (2011) that states: 'Learning model is a conceptual framework which describes a systematic procedure in organizing learning experiences to achieve learning goals'. One of them is cooperative learning model Teams Game Tournament (TGT). The TGT type has much in common with the STAD Type. According to Subroto (2011) revealed that "TGT Type is a learning model that emphasizes the learning process in groups and cooperates with each other", meaning friends in the group will help each other and prepare to play in the game by studying the sheet activities and explaining problems with each other, but when students are playing in the game their friends should not help, but ensuring individual responsibility has occurred.

To improve the playing skills of students in which there are affective, cognitive, and psychomotor domains, researchers will "Apply Teams Games Tournament (TGT) of Cooperative Learning Model In an effort to improve students' playing skills in Futsal game learning activities" and strive to achieve the general goals of Physical education which is loaded with teaching tasks assigned to students, stimulating students to working together in learning and being accountable to one's friends, able to make themselves learn as well as to contribute ideas for the success of the group itself, to do activities together means to divide the activities in small tasks among a group of people. Forms and patterns of cooperation can be found in all groups of people.

Referring to the description of the background and problems faced by students in SDN Gegerkalong 1 KPAD, there is a problem in the classroom that is less good playing skills, especially in real game situation in learning Futsal game activity in which there are affective, cognitive, and psychomotor areas. So the authors are interested to follow up by conducting research "Application of Type Teams Game Tournament (TGT) Learning

Model in Efforts to Improve Student Play Skills in Game Ball (Futsal) Learning Activity Class V Students".

## 2 METHODS

The method used in this research is Classroom Action Research which is a practical research that is intended to improve learning in the classroom. This study is one of the efforts of teachers or practitioners in the form of various activities undertaken to improve and/or improve the quality of learning in the classroom.

### 2.1 Research Subject

Research subjects in this classroom action research is a class V student of SDN Gegerkalong I KPAD, amounting to 31 students with 20 male students and 10 female students. The students in this school come from different family backgrounds, their parents come from different professions, and some are traders, teachers, employees, government officials, and others.

### 2.2 Instrument

Instruments or tools used to collect data in this study is the Game Performance Assessment Instrument (GPAI) which is used to measure or assess the playing ability of students. The play skills in question have 3 constructs, namely (1) Decision taken, (2) Implementing skills, (3) Giving support.

## 3 RESULTS

The following is the results of the analysis of the action through two cycles conducted in the implementation of classroom action research in the Application of Teams Learning Model Type Tournament (TGT) To Improve Playing Skills in Futsal Games.

Table 1: Analysis Result Data.

variable	research	observation	Cycle 1	Cycle 2	Cycle 3	Cycle 4
decision made	Score	952	1257	1711	1955	2367
- passing to friends standing freely - no rush in doing the skill	percentege	30,70 %	40,54 %	55,19%	63,06 %	76,35 %
doing the skill	Remarks	incomplete	incomplete	incomplete	incomplete	complete
- passing through friends - proper dribbling, proper kicking						
giving support						
- finding free space - helping friends - blocking opponent movements						

Based on the results of the data analysis in table 1 there is an increase in every action from start pre observation up to action 4 cycle II increase from pre observation up to Action 4 is cycle II of 76,35%.

#### 4 DISCUSSION

By giving the application of cooperative learning model type TGT in futsal game, which is student can improve playing skill, so that students are more comfortable to cooperate one and another. As according to Winataputra in Subroto et al. (2011) argues that:

*"The model of learning can be defined as a conceptual framework that delineates systematic procedures in organizing learning experiences to achieve specific learning goals and functions as a guide for teaching designers and teachers in planning and implementing teaching and learning activities."*

Thus the students avoid the basic learning techniques, through the application of cooperative learning model will stimulate students to play futsal, so the students' playing skills will be honed. As Laban and Laurence have described in Mahendra (2009) suggests that "skill is an economic endeavor that one man performs during a complex movement." While playing according to Freeman and Munandar (1996) defines "playing as an activity that helps the child achieve full development, physical, intellectual, social, moral and emotional". And futsal according to Sucipto (2015) and Reddy (2015) "Futsal is a dynamic sport where the players are required to always move and need good technical skills and have high determination".

From this opinion it is clear that playing skills need to be trained with appropriate strategies and learning models as the basic capital in doing a game. In futsal game with a good understanding of the game then a player can improve the quality of the game, either individually or in groups to cooperate

with the team. In addition, with good collaboration unconsciously students are already playing with team collectivises, so that all students in the group learn and improve with each other in the game especially in futsal game. From some opinions above it is clear that through the implementation of cooperative learning model type TGT can improve the playing skills in futsal game. Through the process, students can understand the essence of the whole futsal learning.

#### 5 CONCLUSIONS

From the research that has been done by the researcher from the beginning of observation to the last action, that is the cycle II of action II, the initial data is 30.70% and the cycle I of action I is 40.54%, cycle I action II is 55.19%., Cycle II action I is 63.06%, and cycle II of action II is 76.35%. Based on the results of the research from the beginning of observation to the cycle II action II, it can be seen that the application of cooperative learning model type TGT in an effort to improve the playing skills of Class V A SDN Gegerkalong I KPAD from 30.70% to 76.35% that with the application of TGT type cooperative learning model can improve playing skill in ClassV A SDN Gegerkalong I KPAD.

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