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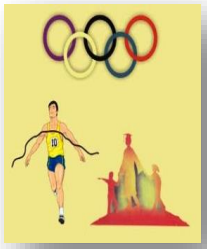

The Impact of the TGT Type Cooperative Learning Model on Hitting Skills in Rounder Learning

Oktyanus Mardiansyah[1], Sapto Wibowo[2], Heryanto Nur Muhammad[3], Mochamad Ridwan[4]

[1,2,3,4]Pendidikan Olahraga, Fakultas Ilmu keolahragaan dan Kesehatan, Universitas Negeri Surabaya, Jawa Timur, Indonesia
E-mail: 24060805039@mhs.unesa.ac.id[1], saptowibowo@unesa.ac.id[2], heryantonuhammad@unesa.ac.id[3], mochamadridwan@unesa.ac.id[4]

Abstract

This study aims to analyze the impact of the application of the Teams Games Tournament type cooperative learning model on the improvement of hitting skills in rounder learning. The TGT cooperative learning model was chosen because it has the potential to increase student motivation, engagement, and understanding through healthy competition and teamwork. The research method used was an experiment involving a control group and an experimental group. The data collected included the results of the hitting skills test before and after the intervention. Data analysis was carried out using statistical tests to compare the improvement in hitting skills between the two groups. The results of the research are expected to make a positive contribution to the development of more effective and attractive rounder learning strategies, as well as improve the quality of physical education learning in general.

Keywords: TGT Type Cooperative Learning Model, Hitting Skills, Rounder Learning

INTRODUCTION

Students have a variety of characteristics that need to be accommodated in the learning process, so effective learning methods are needed to meet individual needs and improve learning outcomes (Sakti & Ainiyah, 2024). Rounders, as one of the sports taught in schools, require basic skills such as hitting which is often a challenge for students. Conventional teacher-centered learning methods are often less effective in increasing student motivation and active participation, which ultimately impacts the achievement of optimal learning outcomes. The cooperative learning model, particularly the Teams Games Tournament type, offers a different approach with an emphasis on teamwork, healthy competition, and active student involvement in the learning process. This TGT cooperative learning model can increase student learning motivation through groupings consisting of several students guided by peer tutors (Rohyami & Huda, 2019). In this context, the application of the TGT cooperative learning model is expected to create a more enjoyable learning environment, increase student motivation, and ultimately improve hitting skills in rounder learning. The TGT learning model has the advantage of facilitating students to think in real terms in a natural setting, so that the material taught becomes more meaningful and easy to understand (Isjayanti et al., 2023). The application of the TGT model can increase student learning activity, which can be seen from the increase in student activity scores in each learning cycle (Yuliani et al., 2022).

The importance of variation in the learning process is the main focus for physical education teachers, especially in choosing a teaching approach that suits the characteristics of students (Ridwan, 2020). The right learning strategy can increase the effectiveness of education, where by choosing strategies that are in accordance with the learning objectives and needs of students, teachers are able to help students understand and apply information better (Maulidia & Prafitasari, 2023). Innovative

learning emphasizes the use of all new aspects that can improve the quality of learning, including the use of learning models that have never been implemented before by a teacher (Faisalina, 2020). A good learning model will focus on how students engage in the learning process effectively (Rambe & Mirna, 2022). Through social interaction and collaboration in teams, students can share knowledge, skills, and experiences with each other, which can ultimately improve their understanding and skills in hitting ball rounders.

The Merdeka Curriculum, which is currently implemented in various schools, including SD Bina Karya Surabaya, requires adaptation in learning methods to be relevant to the needs of students and achieve the expected competencies (Sakti & Ainiyah, 2024). Classical learning methods that still dominate teaching practices in schools are of major concern because they are less effective in facilitating students to achieve deep understanding and develop skills relevant to the 21st century. The content of the material is more memorized and the teacher-centered learning method makes students less enthusiastic in the process of understanding the material, which will ultimately have an impact on their learning outcomes (Sakti & Ainiyah, 2024). Teachers have a central role in creating a conducive learning environment and facilitating students to reach their maximum potential (Andini et al., 2020). Teachers must make efforts so that students' learning motivation can be maintained with a comfortable and well-controlled teaching and learning process, because teachers are an important factor in improving the quality of education (Mufatikhah et al., 2023). By mastering a variety of innovative and adaptive learning methods, teachers can design learning experiences that are meaningful and relevant to students.

The improvement of student learning outcomes can be influenced by the use of learning models and appropriate approaches (Sabaruddin, 2019). Therefore, social service teachers need to have various methods in teaching and making changes as a form of learning innovation effort specifically in physical education learning (Mujriah et al., 2022). Education is implemented as a process of teacher activities to transfer knowledge for students to develop independent abilities, skills and personalities (Hardi & Syahruddin, 2021). Therefore, this study aims to test the effectiveness of the TGT cooperative learning model on improving hitting skills in rounder learning in students. This TGT learning model is not just a learning method, but also a holistic approach in creating a positive, inclusive, and student-centered learning environment.

The TGT-type cooperative learning model is a learning approach that emphasizes teamwork, competition, and rewards to increase student involvement in the learning process (Harahap et al., 2023). In this model, students are divided into several heterogeneous teams, and each team will compete against the other team for the highest score. In addition, the TGT model also emphasizes on individual and team awards based on their performance in academic tournaments. The TGT cooperative learning model is a learning method that integrates elements of play and competition in a fun learning atmosphere (Mokoagow et al., 2021). TGT can provide opportunities for students to learn more relaxed and responsible and can build positive relationships between students. Through this approach, students not only learn to master the subject matter, but also develop social skills, such as cooperation, communication, and leadership. The Inside-Outside Circle Cooperative Learning Model is a cooperative learning model consisting of two groups of students paired together to form a circle that aims to share information at the same time to realize the nature of cooperation between students (Noge et al., 2020). This learning model prioritizes students to be active in working together in groups and sharing information with each other on the material discussed. Rounders is one of the branches of small ball sports that is popular among elementary and secondary school students (Mujriah et al., 2022). The TGT type cooperative learning model has great potential to improve student learning outcomes in various subjects, including physical education.

METHOD

This study uses a quantitative research method with a quasi-experiment design. The goal of quantitative research is to test hypotheses and measure the relationships between variables objectively. The design of this study involves two groups of students, namely the experimental group that will be given rounders learning with a TGT-type cooperative learning model, and the control group that will be given conventional learning. The sample in this study was selected using random sampling techniques from the student population of SD Bina Karya grade IV Surabaya. The instrument used in this study is a test of the skills of hitting rounders that have been validated by experts. The collected data will be analyzed using appropriate statistical tests to test for significant differences between the two groups. Classroom action research as one of the scientific approaches to improve the quality of learning in the classroom.

RESULTS AND DISCUSSION (70%)

Research Results

The results of this study are expected to provide empirical evidence on the effectiveness of the TGT type cooperative learning model in improving hitting skills in rounder learning. In addition, this research is also expected to make a positive contribution to the development of the curriculum and learning strategies of physical education in schools. Learning outcomes in students can be improved through a problem-based learning model assisted by a rotating wheel (Wisnawati et al., 2022). The TGT cooperative learning model with rotary wheel media has a positive impact on student learning outcomes (Azis & Pertiwi, 2020). Thus, this research is expected to provide practical implications for physical education teachers in improving the quality of learning rounders. Through this research, it is hoped that recommendations can be produced that are useful for educators and policy makers in an effort to improve the quality of physical education learning in Indonesia.

Table 1. Description of Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Hitting	23	6	16	10.30	2.945
Hitting Post	23	12	18	14.70	1.608
Valid N (listwise)	23				

Based on the results of the descriptive analysis in the study entitled "The Impact of the TGT Cooperative Learning Model on Hitting Skills in Rounders Learning", it was seen that there was an increase in the results of hitting skills of students after the implementation of the TGT learning model. Prior to the use of the TGT (PreHitting) model, the value of hitting skills showed a range between 6 to 16 with an average score of 10.30 and a standard deviation of 2.945. After the implementation of the TGT (PosMehit) model, the skill score increased, with the lowest score of 12 and the highest of 18, and the average rose to 14.70 and the standard deviation decreased to 1.608. These findings suggest that the use of a TGT-type cooperative learning model contributes to improving students' hitting ability while resulting in a more uniform distribution of grades.

Table 2. Normality Test

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
PreHit	.149	23	.200*	.948	23	.261
PostHitting	.189	23	.032	.939	23	.169

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the Shapiro-Wilk normality test on the research data, a significance value of 0.261 was obtained for the pretest data and 0.169 for the posttest data. Since both significance values are greater than 0.05, it can be concluded that the data is normally distributed. Thus, the assumption of normality is met, so the data is worthy of further analysis using parametric statistical tests. These results show that the spread of hitting skills data before and after treatment is within the normal distribution, which supports the validity of the results of the analysis to be performed.

Table 3. Paired *Sample T-test*

		Paired Differences					t	Df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PreHit - PostHit	-4.391	2.251	.469	-5.365	-3.418	-9.356	22	.000

Based on the results of the *paired sample t-test*, a t-value of -9.356 and a significance value (Sig. 2-tailed) of 0.000 were obtained. A significance value smaller than 0.05 indicates that there is a significant difference between the score before and after treatment. In other words, the TGT type cooperative learning model has a real influence on improving students' hitting skills in rounders learning.

Discussion

The Teams Games Tournament type cooperative learning model has a positive impact on hitting skills in learning rounders in elementary school due to several factors. First, the TGT learning model creates a fun and competitive learning atmosphere, so students become more motivated to learn and improve their skills. Second, the TGT learning model provides opportunities for students to work together and interact with their classmates, so that they can learn from each other and support each other (Sakti & Ainiyah, 2024). This is in line with Vygotsky's theory which emphasizes the importance of social interaction in the learning process (Sakti & Ainiyah, 2024). With cooperation in groups, students can create harmony to solve problems (Noge et al., 2020). Third, the TGT learning model provides students with quick and accurate feedback, so they can know their progress and correct their mistakes. Fourth, the TGT learning model helps students develop creative thinking skills because students are encouraged to find innovative solutions to win matches, and also improve students' ability to solve problems that are problems in discussions (Rochani, 2023). The competitive elements in the TGT model encourage students to try harder and achieve better performance, while teamwork promotes positive social interaction and helps students to learn from each other and support each other (Sakti & Ainiyah, 2024). The application of the TGT model also provides opportunities for students to develop important social skills, such as communication, cooperation, and leadership. Increased student learning motivation is also supported by research showing that the TGT model can increase the desire to succeed, the need to learn, hope for the future, and appreciation for learning (Abdillah et al., 2023).

Learning with the project method can improve student learning outcomes (Sakti & Ainiyah, 2024). The implementation of project-based learning can improve students' creative thinking skills and learning outcomes (Khauzanah & Wardani, 2023). The cooperative learning model can improve student learning outcomes in biology subjects (Ngantung, 2020). The application of the GI type cooperative learning model can improve student learning outcomes (Sukasni, 2019). The TGT type cooperative learning model is a learning method that integrates elements of games and competitions in a fun learning

atmosphere. The TGT model has been shown to be effective in improving student motivation and learning outcomes in a variety of subjects. The Inside-Outside Circle Type Cooperative learning model is a cooperative learning model consisting of two groups of students paired together to form a circle that aims to share information at the same time to realize the nature of cooperation between students (Wahyuni et al., 2021). This learning model prioritizes students to actively collaborate in groups and share information with each other on the material discussed (Fariza & Kusuma, 2024). Learning with the project method can improve student learning outcomes (Sakti & Ainiyah, 2024). The implementation of project-based learning can improve students' creative thinking skills and learning outcomes (Khauzanah & Wardani, 2023). This learning model prioritizes students to actively collaborate in groups and share information with each other on the material discussed (Fariza & Kusuma, 2024).

CONCLUSION

The application of the Teams Games Tournament (TGT) type cooperative learning model has been proven to have a positive impact on improving hitting skills in rounder learning in elementary schools. This model is able to create a fun and competitive learning atmosphere, increase learning motivation, and encourage cooperation and constructive social interaction between students. Through elements of play, healthy competition, and quick feedback, students not only hone motor skills but also develop creative thinking, problem-solving, communication, leadership, and teamwork skills. These findings show that TGT can be an effective learning strategy to improve learning outcomes, both in terms of skills and student character development, and has the potential to be adapted to various subjects to create more interesting and meaningful learning.

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