

Correlation of The Use of Tgt Learning With The Participation and Learning Outcomes of Female Students in The Class Xi Physical Education Lessons of Sma Negeri 4 Singkawang



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ABSTRACT: The purpose of this study is to determine the relationship between the application of the Team Games Tournament (TGT) learning model to the participation and learning outcomes of female students in physical education lessons. This method is used to help students complete the assigned tasks and obtain maximum learning outcomes. The TGT learning model in its implementation in the classroom includes the process of presentation, forming a team, how to play, and starting a match. This type of research is quantitative research with a type of correlation. The sample of this study was 31 female students from class XI at SMA Negeri 4 Singkawang. The instruments used in this study are the PEPAS questionnaire sheet and the learning outcome assessment sheet. The collection of participation data was obtained from questionnaires while student learning outcome data was obtained from football learning results analyzed using the SPSS program. The results of this study show that the PEPAS questionnaire instrument sheet and the test developed each meet the valid criteria with a very good category based on the SPSS test with an average score (>0.3338). Test the hypothesis that there is a significant relationship between the results of the pretest and the posttest of (0.000). The learning model using the TGT strategy is related to the participation of female students (16,218) and the learning outcomes of female students with an average increase of (16,391). Based on these results, it can be concluded that the TGT learning model has a significant relationship with the increase in student participation and outcomes.

KEYWORDS: Effectiveness, Activeness, Learning Outcomes, PJOK, Covid-19 Pandemic

INTRODUCTION

Physical education is a social space where students who follow it can be excited and have fun, so that students will easily move quickly and easily adapt to circumstances and so on (Andres, 2021). Physical education is often justified in the curriculum as highly beneficial academic learning on par with other existing subjects (Martínez-Santos et al., 2020). In physical education, there are aspects that need to be developed in children such as motor skills or so-called motor skills (Marini et al., 2021).

Motion education is one of the five learning activities that must be taught in physical education, sports and health in elementary schools (Prasetyo et al., 2022). This can be seen from the scope of physical education in the 2013 curriculum which stipulates that the scope of physical education learning in elementary school includes: basic movement pattern activities, game and sports activities, fitness activities, gymnastics and rhythmic movement activities, water activities, and health (Permendikbud No. 54 of 2014). The development of movement in childhood is very prominent, especially in locomotor and non-locomotor movement skills (Faizin & Iwandana, 2023).

In childhood proficiency in basic motor skills predicts motor adequacy, exercise participation, active living, cognitive development, and obesity prevention in adulthood (Iwandana et al., 2018). With regard to two sub-scales of fundamental motor skills among children including motor skills and, proficiency in skills seems to play a more important role in sports competition and can also positively predict future physical activity (Iwandana et al., 2021). Students who have difficulty performing manipulative movements during penjas learning will hinder learning outcomes because their basic motor skills and abilities are limited (Doder et al., 2021). Participation can be seen as an active involvement process that can be sorted into the five categories, namely: preparation, contribution to discussion, group skills, communication skills, and attendance (Hayati et al., 2017).

The fact is that in recent years physical education learning has been reported to be less effective and engaging, making female students reluctant to participate in such learning (Reverdito et al., 2017). The lack of effectiveness of physical education learning can be seen from the indicators of an effective physical education program, where a physical education learning can be declared effective when the teacher enters the classroom and no students choose to leave the classroom during the learning (Parlina et al., 2021).

The existence of female students in physical education when viewed from a physical perspective is certainly very different

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from male students which refers to the need to provide suitable learning activities for female students so that they can participate in learning well (Ngandhika et al., 2018). In this regard, we can correctly observe that the potential of female students is very different from that of boys so that these two genders must have different activity programs (Avdeeva & Tulyakova, 2018).

There is a number of irrefutable evidences that the physical development of girls is very different from the development of boys. However, it is necessary to achieve learning outcomes and student participation regarding the same movement skills and proficiency to master the physical education learning objectives desired by physical education teachers. This requires a learning approach or a certain learning model that is in accordance with the characteristics and basic needs of students (Jess et al., 2021). In addition, physical education teachers should understand the essence of physical education and are required to be able to present learning materials that are interesting, not boring, but varied, able to foster students' enthusiasm to participate in learning happily and earnestly.

The cooperative learning model has been shown to have a positive effect on the involvement of female students for reasons such as children feeling happy and comfortable in participating in learning. The success of the cooperative learning model in involving students to relate to participation is associated with two fundamental elements: mutual cooperation and responsibility. The cooperative model emphasizes the goals and successes achieved if all students work together to achieve the goals. The cooperative learning model will help meet the needs of all students in the physical education class (Ling et al., 2016). Because the cooperative learning model does not only focus on the group work process, but on each structure. Thus, teachers must make the necessary arrangements in the classroom structure to make positive outcomes real and cooperative learning should be one of them. Cooperative learning is used to relate learning outcomes.

To relate to student learning outcomes, there are five strategies in the cooperative learning model, namely *Student Teams-Achievement Divisions* (STAD), *Team Games Tournament* (TGT), *Team-Assisted Intuction* (TAI) TAI, and *Group Investigation*. This TGT approach is often used in the learning process of penjas and can be adapted to all grade levels. With this approach, students will be more active in understanding the teaching material and help students in completing the assigned tasks and will obtain maximum learning outcomes (Martindar & Hartati, 2014).

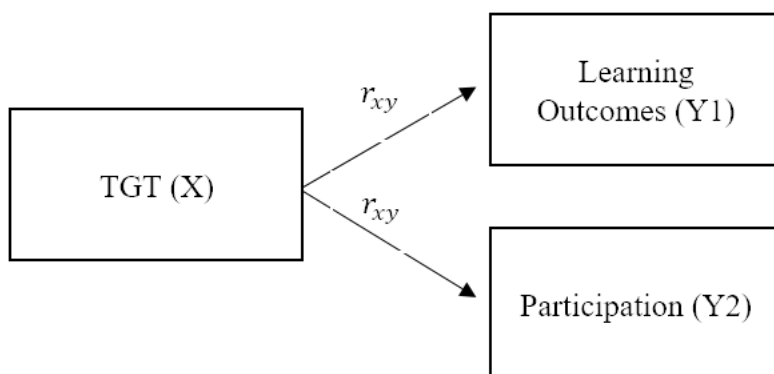
The TGT approach was chosen, because this learning model can be used to deliver physical education materials packaged in attractive forms to address the different learning characteristics of students. TGT learning begins with the delivery of material by the teacher then learning groups, games, tournaments, and awards. The implementation of TGT-type cooperative learning can provide an active, effective, fun, and easy learning atmosphere to master learning outcomes in relay runs so that learning achievement and student participation will increase. As an impact, TGT learning can train female students to have the knowledge, attitudes, and skills needed in the learning goals of physical education (Ardiansah & Setiyo, 2018).

Teams Games Tournament (TGT) learning arises from the concept that students will find it easier to find and understand difficult concepts or skills if they group with their friends. Students routinely work as a form of student participation in groups to help each other solve complex problems. So, the social nature and the use of peer groups are the main aspects in the TGT learning model. TGT learning is a group of teaching strategies that involve students working collaboratively to achieve common goals.

For this reason, further research will be conducted on the relationship between the implementation of the cooperative model strategy of the TGT strategy and the participation and learning outcomes of female students in physical education lessons.

METHOD

In this study, the researcher uses a quantitative approach with a type of correlation research (*corelation*) where the researcher tries to clarify the phenomenon through carefully designed and controlled data collection and analysis. In this study, the population and sample of the study were all grade XI students at SMAN 4 Singkawang which consisted of two classes, namely classes XI A, XI B, and IV C totaling 93 students.



(Source: Sugiyono, 2019)

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Information:

X = Critical thinking skills

Y = Problem-solving ability

r_{xy} = Correlation coefficient

RESULTS AND DISCUSSION

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Participation	23	96.0	102.0	2289.0	99.522	1.9970
Valid N (listwise)	14					

The average posttest participation for female students who were given the TGT learning model strategy was 99,522

Table 2. Average Score of Learning Outcomes

	N	Minimum	Maximum	Sum	Mean	Std. Deviantion	Variance
Learning outcomes	23	44	63	1260	54.78	4.221	17.814
Valid N (listwise)	15						

The average posttest manipulative learning outcome for female students who were given the TGT learning model strategy was 54.78

Table 3. Tests of Normality Partisipation

	Kolmogorov-Smirnova			Shapiro-Wilk			
	Statistic	df	Mr.	Statistic	Df	Mr.	Ket.
Participation	.160	23	.132	.914	23	.049	Normal
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

It was found that the p-value of the postest data of female students who used the TGT learning model strategy: $0.049 > \alpha:0.05$ then H_0 was accepted, meaning that the postest data of female students using the Normally Distributed TGT learning model strategy

Table 4. Tests of Normality Learning outcomes

	Kolmogorov-Smirnova			Shapiro-Wilk			Inform
	Statistic	Df	Mr.	Statistic	df	Mr.	
Learning outcomes _	0.142	23	.200*	0.943	23	0.204	Normal
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

It was found that the p-value of the manipulative learning outcomes of female students who used the TGT learning model strategy: $0.204 > \alpha:0.05$ then H_0 was accepted, meaning that the manipulative learning outcomes of female students using the Normally Distributed TGT learning model strategy

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Table 5. Test of Homogeneity of Variances

Postest			
Levene Statistic	df1	DF2	Sig.
.271	2	55	.764

Since the Sig value is $0.764 > 0.05$ then H_0 is accepted. This means that the variance of the data is homogeneous.

This research was conducted on class XI students at SMA Negeri 4 Singkawang \ which made class XI students totaling 31 female students as the object of research. In this study, the researcher provided a cooperative learning model of *the Team Games Tournament* (TGT) type. The reason why researchers use this model to be able to relate student participation and learning outcomes is adapted by students.

Based on the results of hypothesis testing on a learning model that uses a *Team Games Tournament* or TGT that there is a significant relationship between *pretest* and *Post-test* by 0.000. The learning model using the TGT strategy is related to the participation of female students of 16,218 and is also related to the manipulative learning outcomes of female students with an average increase of 16,391, which means that the learning model using this learning model strategy also provides a significant relationship with the increase in student participation and manipulative outcomes. This is because the learning process with the TGT strategy is divided into several heterogeneous learning groups where each group is given interesting types of games by the teacher, thus students will be able to cooperate with each other with their group mates and play happily which causes all students to actively participate in the learning process and is coupled with the provision of tournament competitions between groups where The tournament is in the form of a type of game that has been learned so that each student has experience playing with groups and competing so that it will create a very fun learning atmosphere and students will be able to participate actively. This can be proven from the results of the above study which proves that the learning process using the TGT strategy can be related to student participation and student manipulative learning outcomes. This TGT strategy changes the traditional group structure and gives each student an equal opportunity to achieve and receive positive reinforcement from peers by leveraging teamwork, game popularity, and competitive tournament spirit. The three methods in TGT are: (1) games as a teaching tool, (2) small groups of students as classroom work units, and (3) tasks and reward structures used in traditional classroom settings.

It can be concluded that the strategy of the TGT type cooperative learning model can have an impact on the participation of female students. Furthermore, the TGT learning model also has a good impact on the learning outcomes of female students, because in the shopping process it is always included theory and practice about manipulative basic movement activities consisting of basic manipulative skills that can be grouped into throwing, catching, kicking, dribbling, and hitting, so that all students are trained and accustomed to doing these basic movements and as a result the ability of all students Female students in basic movement activities increased, this can be seen from the results of the research that has been explained.

From this study, the researcher provides a new innovation in the form of a cooperative learning model with a strategy *Team Games Tournament* or TGT So that the learning process runs efficiently and effectively and all students can participate in learning.

CONCLUSION

Based on the results of the research that the author has conducted, the author makes the following conclusions:

- There is a relationship between the cooperative learning model and *the Team Games Tournament* (TGT) strategy on the participation of female students in PJOK learning.
- There is a relationship between the cooperative learning model and *the Team Games Tournament* (TGT) strategy on the learning outcomes of female students in PJOK learning.

After conducting a correlation test, it was found that there was a good relationship and impact between the *Team Games Tournament* (TGT) learning model on the participation and learning outcomes of female students in PJOK learning.

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