THE INFLUENCE OF THE TGT (TEAMS GAMES TOURNAMENT) LEARNING MODEL ON TABLE TENNIS LEARNING OUTCOMES

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Abstract The success or failure of students in learning can be influenced by several factors, one of which is the selection of the learning model to be used. The selection of learning models must be adapted to the characteristics of students. The learning model that is often used in the learning process is the cooperative learning model. There are several kinds of learning models that are often used, namely the TGT (Teams Games Tournament) learning model. The use of this learning model allows students to be active in learning, so as to improve student learning outcomes. This study aims to determine the effect of the TGT (Teams Games Tournament) learning model on table tennis learning outcomes. This research method uses a quasi-experimental design with one group pretest posttest. The population in the research is class students eight At school SMPN 5 Nganjuk which will be done 4 times. The sample used was 34 students. The data collection technique uses a table tennis stroke ability test. Data analysis techniques using descriptive analysis, normality test, and hypothesis testing. Based on the results of the analysis it can be concluded that there is a significant influence, this can be seen from the results of the analysis of hypothesis testing with a result of 0.00 which means <0.05. So it can be concluded that there is a significant influence using the TGT (Teams Games Tournament) learning model on table tennis learning outcomes.

Keywords: learning outcomes; teams games tournamen; table tennis

INTRODUCTION

Education is an important need for the nation to create quality human resources, so that they can compete at home and abroad. Every human being is obliged to obtain education either through formal, informal or non-formal education channels. Quality education can determine the quality of a country. Quality education is obtained through the implementation of an education system that is supported by all parties, including the government, educators and students. The smoothness of the learning process is influenced by the plans that have been made before teaching and learning takes place. A planned and directed learning process can create a conducive learning atmosphere, so that students can more easily follow the learning process. Education must have a learning system that emphasizes the process of increasing students' knowledge. Apart from that, education must design learning so that it is student-centered to foster students' interests and social activities. (Prasetyaningrum, Martini, and Susilowati 2013). In the success of the learning process, educators have an active role in it, namely designing, organizing, acting and evaluating the results of teaching and

learning activities. In essence, the goal of learning is that all students can obtain maximum learning outcomes (Susilowati 2013). Whether students are successful or not in learning is influenced by several factors, one of which is the selection of the learning model to be used.

The choice of learning model must be adjusted to the characteristics of students. Considering the characteristics of students who enjoy playing and competition. Physical education is one of the subjects that is popular with students because it is considered fun using a lot of physical activity in it. Apart from that, there is a lot of material provided, one of which is small balls in table tennis. In PJOK learning, educators often use the lecture-style convection method, this will create a less active learning atmosphere because it only focuses on the teacher. The use of the lecture model convection method is too monotonous and boring to be used in education in this era. The development of technology and informatics requires the world of education to adapt to existing changes, including in the teaching methods and learning models used. The appropriate

learning model to use is the cooperative learning model.

The cooperative learning model is considered to be able to increase students' interest and interest in participating in the learning process. The use of this model provides team learning, there are several types of cooperative learning models that can be used, one of which is TGT (Teams Games Tournaments). TGT is a learning model that uses games or academic tournaments by forming small groups of 3-5 heterogeneous students (Untari and Susanto 2022). The use of the TGT model allows students to be active in learning with games designed to foster responsibility, cooperation, healthy competition and a fun learning atmosphere. (Sudimahayasa 2015), Apart from that, the TGT learning model is more student-centered, so that students are required to solve their own problems with their respective groups and opinions, so indirectly students learn how to think critically in determining answers and making the right decisions regarding problems. that have been faced. Games and tournaments in the TGT learning model are used to increase students' motivation and attraction in order to further improve their learning

outcomes (Irwanto and Setyaningsih 2020).

Based on the results of interviews and field observations, there are still deficiencies in table tennis learning outcomes, a lack of interest in the material is the main factor in hindering students' learning success. Apart from that, learning models are still considered monotonous, lacking creativity and innovation in choosing models that suit the learning criteria desired by students. Therefore, researchers will conduct research with the title The Influence of the TGT (Teams Games Tournament) learning model on table tennis learning outcomes.

METHOD

The method used in this research is a quasi-experimental research design, with a one group pretest-posttest design. In this study, researchers used pretest and posttest data to collect data and did not use a control group as a comparison. The population used in this research was eighth grade students at SMPN 5 Nganjuk school, which was held in 4 meetings with a total sample of 34 students. The data collection technique used was a table tennis hitting ability test. After the data has been collected, data analysis will be carried out to

determine the results of the distribution of the data obtained using descriptive analysis, normality testing and hypothesis testing to prove the influence of the treatment carried out on the results obtained.

RESULT AND DISCUSSION

After carrying out the data collection process in terms of both knowledge and skills, the data results will be obtained which will be analyzed via SPSS. After that, the results of the analysis data will be described in the following table:

Table 1. Data calculation results

Variable	Test	Min	Max	Mean
Knowledge	Pretest	48	78	63,53
	Posttest	80	89	84,00
Skill	Pretest	35	77	67,06
	Posttest	75	90	84,47

The results of the table above are the results of data description to determine data recapitulation. Based on the results of the distribution of pretest and posttest data from both knowledge and skills tests, increased results were obtained. This statement can be seen from the results of the mean knowledge which was originally 63.53, which increased to 84.00. Meanwhile, the mean skill result which was originally 67.06 increased to 84.47.

Table 2. Normality test

Variable	Test	Stat.	Sig
Knowledge	Pretest	0,946	0,09
	Posttest	0,894	0,00
Skill	Pretest	0,865	0,00
	Posttest	0,903	0,00

After knowing the results of the data description, a normality test will be carried out to determine whether the data

Variable	Test	N	T Stat	Sig.
Knowledge	Pretest Posttest	34	-14.486	0,00
Skill	Pretest Posttest	34	-9,486	0,00

distribution is normal or not. Based on the table above, normality testing uses the Shapiro Wilk test because the sample used is <100 participants. Through the results of data testing, both pretest and posttest, results were <0.05. Data is said to be normal if the sig value is > 0.05. Meanwhile, seen from the table above, only the knowledge pretest data is normally distributed.

Table 3. T Test Result

After knowing the normal data distribution, next a hypothesis test will be carried out to determine the effect of the TGT learning method on table tennis learning outcomes. Based on the results of the AI test above, it shows that there is a significant influence of using the

TGT learning model on table tennis learning outcomes. This statement can be seen from the significant results which show a result of 0.00, this means the sig value is <0.05.

Discussion

Based on the results of the description, it can be explained that the use of learning models has a great influence on student learning outcomes. Considering the importance of education for every individual to change for the better. Education does not escape teaching and learning activities, where students and educators interact to convey information. The teaching and learning process is generally carried out by two or more people who exchange ideas to find solutions or solve problems that occur. In general, we often see the teaching and learning process carried out in educational institutions or schools where there are educators and students in them. As for the subjects given to improve self-quality, one of them is physical education subjects.

Physical education is a subject that does not only pay attention to knowledge aspects but all aspects (Santos, Harliawan, and Ismail 2021). Physical education is an inseparable part of human life, because with physical education every individual is able to develop their motor skills (Nurwahidah et al. 2021). Physical education is a vehicle for educating children, there are various aspects obtained in it, namely cognitive, psychomotor and affective aspects (Mulyana 2017). Indirectly, physical education plays an important role in students' fitness levels. This happens because in the physical learning process students use more physical activity. However, you need to know that the success of students depends on how educators present the material. The characteristics of each student are different, some like exercising, but there are also those who don't like exercising. Educators have an important role in increasing students' interest in participating in the learning process, especially students' success in understanding the material. The success in question is being able to provide change, understanding and mastery of the material by showing increased learning outcomes. Apart from that, educators must be able to create a pleasant classroom atmosphere so that students are interested in the material provided. There needs to be a means to help educators increase student interest,

one effort that can be made is by designing an appropriate learning model.

Through learning models, educators have many alternatives that can be used to convey information (Risma Handayani and Surya Abadi 2020). Before designing a learning model, educators need to understand the characteristics and initial abilities of students. Student characteristics include academic abilities, age, motivation, skills, cooperation and social abilities (Taufik 2019). Apart from that, students' learning styles are often used as a basis for educators in determining appropriate learning approaches, media and models. So that students do not feel bored with monotonous learning, educators need to design learning models that involve students in various learning activities in a fun, independent and responsible manner. One suitable learning model is the TGT (Teams Games Tournament) learning model.(Solihah 2016). This learning model allows students to learn more relaxed and can foster a sense of responsibility, honesty, cooperation and healthy competition (Fauzi, Buhun, and Purwadi 2019). This learning model is a type of cooperative learning model where the learning process is designed in the form of a game (Ayu et al. 2020).

(Pratiwi, Rasana, and Pudjawan 2018) said that the TGT model is learning that groups students into several small groups to discuss with each other regarding the material provided, after which a competition will be held with the aim of improving students' critical thinking skills in finding solutions to existing problems. This is in accordance with the character of students who enjoy playing and being in groups. The TGT model changes learning from teacher-centered to student-centered. The use of this learning model is considered to be able to make the learning process active, creative and innovative, apart from that, this learning model is felt to be able to provide a positive influence so that it can attract students' interest. (Gunarta 2019). Good learning influences students' internal learning processes (Baswendro, A.,Suyitno, A., & Kharis 2015). In the learning process, educators have an important role because the learning model used will determine student learning outcomes. The aim of using the TGT learning model is to improve academic learning outcomes, acceptance of various differences and social development of students, apart from that it can also form the ability to work

together and work together. (Turnip & Pangabean 2019).

As for similar research regarding the application of the TGT learning model to improve PJOK learning outcomes, this research was conducted by (Fikri, I Putu Darmayasa, and I Made Satyawan 2023) said that the results of the research carried out showed an increase in each cycle, the completeness of the knowledge aspect which was originally 43% to 100%, the skill aspect which was originally 68% to 90%. In addition, research conducted by (Hendrawan 2014) also said that the TGT learning model had a positive influence on table tennis forehand learning outcomes, as evidenced by the results of the t test data analysis of 7.85 and t table of 1.68. Thus resulting in an increase of 5.46%. Further research was carried out by (Nissa, Susianti, and Purnamaningsih 2022) said that the TGT learning model influences physical education learning outcomes as proven by the results of the paired sample t-test analysis showing a significant result of 0.00. This is in accordance with the criteria if the significant value is <0.05, meaning Ho is rejected and Ha is accepted.

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