The Effect of Cooperative Learning Model Type Team-Games-Tournament on Improving Basketball Game Learning Outcome

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran kooperatif tipe team-games-tournament terhadap peningkatan hasil belajar bermain bolabasket. Metode yang digunakan menggunakan penelitian eksperimen. Populasinya adalah para siswi yang mengikuti kegiatan ekstrakurikuler permainan bolabasket jenjang Sekolah Menengah Atas Negeri di Bandung dengan sampel sebanyak 15 siswi yang terbagi kedalam 3 kelompok bermain. Teknik pengambilan sampel menggunakan sampling jenuh dengan desain penelitian one-group pretest-posttest design. Instrumen yang digunakan adalah lembar observasi Game Performance Assesment Instrument. Hasil pengolahan dan analisis data yang diperoleh menggunakan Uji T Sampel yaitu, uji berpasangan (paired t test). Berdasarkan hasil perhitungan tersebut, maka disimpulkan bahwa, model pembelajaran kooperatif tipe team-games-tournament berpengaruh signifikan terhadap peningkatan hasil belajar bermain bolabasket para siswi yang mengikuti kegiatan ektrakurikuler permainan bolabasket.

Abstract

The purpose of this study was to see the effect of the cooperative learning model for improving the basketball game learning outcomes. The method used was experimental research. The population of the study were the students who joined basketball extracurricular activities at a State High School in Bandung. The samples were 15 female students divided into 3 playgroups. The one-group pre-test-post-test research design was used. The Game Performance Assessment Instrument was used as the instrument to collect data. To process and to analyse the obtained data, paired t-test was employed. Based on the results of these calculations, it concludes that the cooperative learning model type team-games-tournament have a significant effect on improving the basketball game learning outcomes of the students who take part in basketball extracurricular activities.

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INTRODUCTION

Education is an important part of synergies. From then until now, education has become a benchmark playing a role as the representation of a nation and a state. Albeit different from tribe, culture, and language, education is a unity that brings up the people of the Nation. The government's efforts in managing the national education system are regulated in Law of the Republic of Indonesia number 20 of 2003 on National Education.

With the presence of the national education system, the citizen will acquire the learning process to achieve better knowledge. Education is the process of helping, guiding, directing, and encouraging individuals to grow and develop according to the development stages, hence they can adapt to life at the present and in the future (Juliantine, 2012). In the Law Article 1 on the education system says that education is a conscious and planned attempt to create an atmosphere of learning and learning process in order that students actively develop their potential to attain religious-spiritual capacity, self-control, personality, intelligence, noble character, and the skills needed by himself, society, nation, and the country.

The citizen who undergoes education will experience the learning process inside the classrooms. The learning taking place is delivered by a teacher, thus a teacher work is professional. The demand to become a good teacher becomes greater and more demanding, that is why a teacher requires to follow the flow of globalization in the educational world.

Education can be obtained through many ways of the learning process. Learning can be considered a process of interaction with all surroundings both intentionally and unintentionally. During the process of learning, there will be changes in behaviour as a result of the learning activities.

From the learning process, learning outcomes will be presented in behavioral changes as a result of learning activities. Three domains of learning outcomes according to Guskey (2015) adapted from Bloom's theory are cognitive, affective, and psychomotor. It can be said that learning outcomes are the capacity possessed by students as a result of teaching-learning process that involves cognitive, affective, and psychomotor domains and can be observed through student performance and/or learning assessment. Thus, the entire learning process will eventually be referred to the changes in the behaviour of the three learning domains.

One of the subjects at school that can be observed the results of the learning process is physical education. Physical education is an educational tool that utilizes physical and spiritual activities as a medium to achieve educational goals. Simply stated, the purpose of physical education as a whole includes three domains (domains) as follows: 1) Cognitive (the concept of motion, the meaning of health, problem-solving, critical and intelligent), 2) Psychomotor (motion and skills, physical and motoric abilities, and improvement of bodily functions), 3) Affective (passion to physical activities, self-comfortable feelings, and the desire to be involved in social interaction) (Mahendra, 2014).

These three goals can be obtained through learning big ball games such as basketball. A basketball game is performed by two teams consisted of five players each. The purpose of each team in basketball game is to score a ball to the opponent's basket and try to prevent the opposing team from scoring (PERBASI, 2015).

The problem that often occurs in learning large ball games, especially basketball, is the lack of student interest in the monotonous learning process and results in passive behaviour from the students. During the learning activities, the teacher gives some related learning materials and instructions of basic techniques and sometimes the students should be waiting for their turns, and on the same hand, the teacher presumably delivers the materials in traditional methods that do not attract students' interest in learning.

Thus, an instructional model that makes students participate actively in the learning process is a requirement. The instructional model is a design or framework created by the teacher as an educator to help students in the learning process. In teaching and learning instructions, the teacher must be good at choosing an appropriate instructional model that is varied, interesting, and involves students' active attitudes and responsibilities.

Through the instructional models, the teacher could help students to acquire knowledge, ideas, skills, ways of thinking, and express their ideas. The essence of cooperative learning is the development of cooperative attitudes among students (Slavin, 1980). There are

several types of cooperative learning models, one of which is the cooperative learning type Team-Games-Tournament (TGT).

Furthermore, the cooperative learning model emphasizes the students to be active in small groups and to collaborate as well as take responsibility for their groupmates during the learning activities. The Team-Games-Tournament (TGT) type of cooperative learning model is one of cooperative learnings that encourages students to be involved in groups during the process of learning and conduct tournaments or competitions designed in the Team-Games-Tournament cooperative learning.

The instructional model allows students to learn in a more relaxing condition while growing responsibility, honesty, cooperation, fair competition, and learning involvement (Nugroho, 2013). By using the Team-Games-Tournament (TGT) type of cooperative learning model, the group mates will help each other in preparing themselves to play in the game by studying the worksheets and discuss the problems, notwithstanding, when in the game, it becomes individual responsibility to make a success (Juliantine, 2013).

In cooperative instructional model type Team-Games-Tournament, students attempt the success in playing the games. They learn how to make decisions while playing, help their teammates, and demonstrate skills in basketball games. By using the TGT type cooperative learning model it is also expected that students will be more motivated in the learning process and improve their learning outcomes particularly in playing basketball.

METHODS

The research method employed in this study was experimental with one-group pretest-posttest design. A total of 9 meetings conducted over 2 months with the population of this study came from the student members of the basketball extracurricular team at SMAN 9 Bandung and the research sample was 15 of the female members

The instrument used was in the form of basketball-playing skills test using the Game Performance Assessment Instrument (GPAI). Seven components of GPAI

Table 1. *GPAI Components Of Game Performance* (Metzler, 2005,.

Component Criteria for Performance Assess-
1. Base
2. Adjust
3. Decision Making
4. Skill Execution
5. Support
6. Cover
7. Guard or Mark

Table 2. Activities during the Research

Tuesday	Thursday	Friday
conducted passing created passing line	created passing line teamwork, competitiveness, quick decision making, rules obeys	created passing line teamwork, competitive, quick decision making, rules obeys
carried out shooting activities part 1	carried out shooting activities part 2 teamwork and competitiveness	conducted passing ball dribbling
ball dribbling made movements with and without the ball supported and opened the space scoring	ball dribbling offence and defence supported teammates underwent a position for making shots	created a space to score

assessment according to Mitchell, Oslin, and Griffin (2013) were administered in the instrumentation, namely: 1) Base or returning to home base means that a player returned to his original position after he has made a certain skill move. 2) Adjust means the movement of a player when attacking or defending according to the demands of the game situation. 3) Decision making was conducted by every player, at any time in any situation. 4) Skill execution, after making a decision, a player performed the skills required. 5) Support means provides appropriate support with movement with no ball in a position to receive a pass or throw. 6) Cover the teammates. The movement was carried out to layer the defense behind a teammate who was trying to block the opponent's attack or who was moving towards the opponent that had the ball. 7) Guarding or marking the opponent's movements (guard or mark). The intention was to put a halt to the opponent's movements.

Of the seven assessments taken by the researcher, the focus was only on the three components (table 2) that were made into the assessment of this study: implementing skills (skill execution), decision making (decision making), and providing support (support). The analysis of research data conducted to answer the research problems was first by calculating the mean value of the sample group that had been standardized, secondly identifying the standard deviation, third carrying out the data normality test, proceeded with homogeneity test and hypothesis test. After figured out that the data were normally distributed and homogenous, a parametric statistical test was then carried out by employing paired t-test (Cholil dan Hidayah, 2013).

RESULT AND DISCUSSIONS

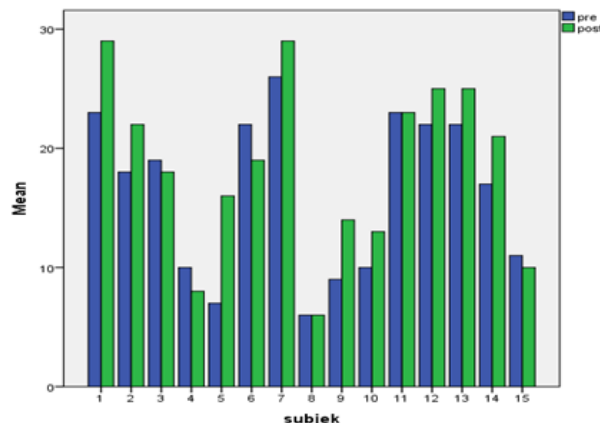**Table 3.** Mean Values and Standard Deviation

A	Pre-test		Post-test		Deviation	
	$\bar{X}$	Sd	$\bar{X}$	Sd	$\bar{X}$	Sd
B	16,3	6,79	18,53	7,27	2,20	3,30

Table 4. Statistical Description

	N	Min	Max	Mean	Std.
Pre	15	6	26	16,33	6,789
Post	15	6	26	18,33	7,269
N	15				

Table 3 depicts the mean values and standard deviation of the pre-test and post-test in basketball learning activities before and after treatment, and also the gain score of the implementation of cooperative learning model type teams-games-tournament (TGT) before and after treatment. A brief description of the results is presented in Table 4.

Table 4 shows the results of pre-test and post-test portraying the differences between initial and final results in general, to be clearer the comparison of the results is illustrated in picture 1. As clearly seen in picture 1 that on the whole, the posttest score was higher than the pretest score. This trend shows that the implementation of (TGT) influenced students' ability to learn to play basketball. However, in spite of the higher score

Picture 1. Pretest and Posttest of Basketball Learn-

Table 5. Mean Values and Standard Deviation

Eksperiment	N	X ± sd	t-count	t table
Pretest	15	16,3 ± 6,79		
Postest	15	18,5 ± 7,27	2,58	2,16

on the posttest, the finding had not shown a significant effect. Thus, the hypothesis testing needs to be carried out, as the results are presented in Table 5.

Table 5. shows the results with the calculated t - count of 2.58, while t-table with α = 0.05 and df = 13 was 2.16. Based on the results of the study, t-count = 2.58 > t-table = 2.16, it meant that there was an effect of the implementation of the cooperative learning model type team-games-tournament (TGT) to the improvement of learning outcomes in basketball.

The cooperative learning model type team-games-tournament (TGT) encourages students to work in groups in order to gain the win in the competition. The success of the tournament is the responsibility of every individual in the group (Nugroho, 2013). This model also provides the students with an opportunity to conduct collaborative learning by studying the plans and solving the problems together in earnest. However, when playing in the games or competition, every member of the group has the same respective individual responsibility to win and bring success to the group (Juliantine, 2013). Therefore, the cooperative learning model type team-games-tournament (TGT) can support optimal learning outcomes and this is in accordance

with the results of this study.

CONCLUSION

To put in a nutshell, the cooperative learning model type team-games-tournament (tgt) has a significant influence on improving learning outcomes in basketball.

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