The Implementation of Team Games Tournament Learning Model to The Volleyball Play Technique in Randudongkal Junior High School

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Article Info	Abstract
	This research aims to determine the implementation of Cooperative Learning Model, type Team Games Tournament (TGT) to the volleyball game for lower passing technique and lower service technique of Junior High School students in Randudongkal Rayon, Pemalang Regency. The method used in this study is the action research method, with data collection techniques using closed observations with scale responses to teacher teaching activities. The scale of the answers in this study uses a modified Likert scale, where each answer has the same intensity. Teaching activities are conducted in two meetings, with learning steps as follows: the teacher conveys the learning objectives, motivates students and links the lesson with the previous ones, the teacher organizes students into small groups (4-6 students) and discusses the subject matter, the teacher calls the group representatives to be in front of the class and gives questions to answer, the teacher divides students into the tournament chart and shares tournament questions based on the level of difficulty, the teacher gives awards to each group that has high scores. The participants in this study were eight junior high school teachers in Rayon Randudongkal with a random sampling technique. The results of the study stated that teachers in Randudongkal rayon were still less able to apply the cooperative learning model type Team Games Tournament (TGT) on lower passing technique and lower service technique for the volleyball game of junior high school students in Randudongkal District.

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INTRODUCTION

One of the basic competencies (KD) of physical education that must be possessed by students in junior high schools (SMP) is to understand specific motion concepts in a variety of large and simple or traditional ball games (Kemendikbud, 2016). One of the main materials for big ball games included in physical education learning in junior high school is volleyball. The volleyball game is a sport of which characteristic is movement of pass the ball in the air back and forth over the net, to drop the ball in the opposing field as much as possible. Volleying and reflecting the ball into the air can use any body part, as long as the touch or reflection must be perfect (Muhajir, 2017).

In the volleyball game, there are several playing techniques that must be mastered, including the dig, setting, spike, underhand serve, overhand serve, and block (Muhajir, 2017). Playing techniques that must be mastered are lower pass and understand serve techniques. Lower pass is very useful for defense and for receiving lower ball and feeding. Errors often done by students when doing basic techniques under the game of volleyball are students still feel afraid of the arrival of the ball so that when the ball comes to the students, they do not dare to accept the balls, students are in wrong hand position, the angle of the students' hands when receiving the ball is not right, and lack of ability to feel the ball. While the lower service is one type of service that is quite easy, players can easily control the ball more closely (Beutelstahl, 2013).

Based on the results of preliminary observations that have been made to 43 physical education teachers in Pemalang Regency, the implementation of Curriculum 2013 is still considered by most teachers to be very burdensome to teacher activities, especially in administration. The availability of media, books, and infrastructure for learning physical education greatly influences the knowledge and skills of students in physical education subject matter. The enthusiasm and motivation of students in observing, asking, trying, associating, and communicating is still not in line with the expectations of Curriculum 2013 implementation. Students tend to be more silent and lack of activities in the questioning, associating, and communicating activities. The ability of physical education teachers to choose, compile, modify, and use interactive learning media is still limited. This can be seen during learning activities, where teachers still use a lot of practice in the field using balls (Setyawan, 2014).

One of the solutions to help teachers in the learning process is to use the right learning model. To overcome various problems in the implementation of learning, learning models are certainly needed which are considered capable of overcoming the difficulties of the teachers in carrying out teaching tasks and also the learning difficulties of students (Mustofa, Handayani, and Rustiadi, 2019).

One of the learning models suggested in physical education learning process is the cooperative learning model. The cooperative learning model is a model that is easy to apply and is collaborative where students will be divided into small heterogeneous groups to contribute to learning (Lestari, Widiyatmoko, Alimah, and Juliyani, 2015). Nugroho (2013) states that working groups with the use of individual abilities will produce stronger output. The success of cooperative learning depends on the heterogeneity of members in the group

The Team Games Tournament (TGT) learning model is one of the cooperative learning models. In this model, there are competitions or tournaments to obtain values to be the champion of the group and the best value of the individual. The TGT learning model is expected to be able to overcome the existing learning problems because it is adjusted to the characteristics of junior high school students who generally still enjoy playing in groups and competing.

The success of the TGT learning model is greatly influenced by the differences of each child in the group. Along with the development of research, there have been studies that use the TGT learning model and provide the conclusion that the TGT learning model can improve the ability to play volleyball (Suadnyana, Kanca, and Pasek, 2014; Wijaya, Rahayu, and Sugiharto

2018; Rochmanto, 2015, Pambayun, 2013; Dyson, and Strachan, 2017). But the TGT learning model is not flawless either, because Setyawan (2014) stated that the TGT learning model did not affect.

To add references to existing research and specifically research on the TGT learning model at the junior high school level, the purpose of this study was to determine the implementation of the TGT cooperative learning model on basic techniques of lower pass and lower service in the volleyball game of Junior High School students in Randudongkal District, Pemalang Regency.

METHODS

The research design used in this study was an action research model with descriptive research types. Participants in this study were eight education teachers at Randudongkal District, Pemalang District. Sampling in this study used a random sampling technique, so researchers took all participants then gave the lottery number, which would then be used to determine eight teachers as the research sample. The research instrument used by researchers in this study was observation and questionnaire. Observations were made through data collection consisting of teacher performance observation instruments and questionnaires conducted in a closed manner to measure student learning motivation. The scale of the answers used in this study used a modified Likert scale, where each answer had the same intensity. The validity of the instrument uses logical validity, that is, using the judgment of experts or judgment experts. In this study, experts who validated the learning implementation plan (RPP) were physical education experts from the mentors of Curriculum 2013 Implementation Assistance in Pemalang Regency and mentors for Curriculum 2013 Implementation Assistance in Pekalongan Regency.

RESULTS AND DISCUSSION

The results of observations on mastery of physical education material with statements in the form of (1) The teachers delivered the subject matter in accordance with SK and KD, (2) The teachers practiced the subject matter in accordance with the RPP that had been prepared, (3) The teachers used one of physical education book sources as a reference in learning, (4) The teachers prepared student worksheets according to the material taught, (5) The teachers explained and practiced the lesson material from various sources. The results of the analysis of the mastery aspects of the subject material from all the samples of physical education teachers who taught with the TGT learning model can be presented in figure 1.
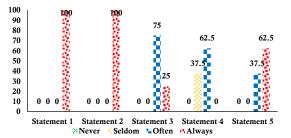

Figure 1. The Results of The Analysis of Aspects of The Mastery of Physical Education Material

Observation results on aspects of understanding student characteristics with statements in the form of (1) Teachers treated students as individuals who had strengths and weaknesses, (2) Teachers knew the strengths and weaknesses of each student, (3) Teachers tried to recognize variations in student learning styles, (4) The model implementation created interaction which synergized teachers and students, (5) The teacher guided students to achieve learning objectives optimally according to their potential. The results of the analysis of aspects of understanding student characteristics can be seen in figure 2.

Observation results on the mastery aspects of learning management with the following statements: (1) The teachers planned and utilized various learning resources available in schools and around the world, (2) The teachers were on time in starting and ending learning process, (3) The teachers used various strategies and classroom management. The results of the

analysis of the mastery aspects of learning management from all the samples of physical education teachers who taught with the TGT learning model can be presented in figure 3.
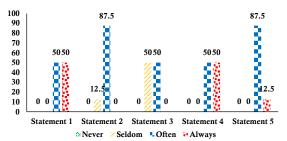

Figure 2. The Results of The Analysis of Aspects of Understanding Student Characteristics
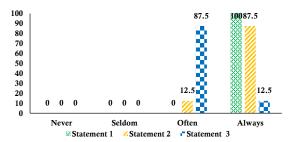

Figure 3. Results of Analysis of Mastery Aspects of Learning Management

Observation results on mastery aspects of learning strategies with statements: (1) Teachers divided students into small heterogeneous groups, (2) Teachers encouraged students to discuss and compared the results of answers to group members, (3) Teachers motivated students to work on worksheets, (4) Teachers made charts tournament according to the number of groups, (5) The teacher determined the ranking and placed it in a matching chart, (6) The teacher seemed their learning process to be in a pleasant atmosphere, (7) The teachers made jokes to refresh the learning atmosphere. The results of the analysis of the mastery aspects of the learning strategy from all samples can be presented in figure 4.
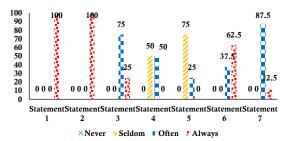

Figure 4. Results of Analysis of Mastery Aspects of Learning Strategies

Observation results on the mastery aspects of learning outcomes assessment with statements: (1) The teachers evaluated the learning process of students, (2) The teachers used the test in accordance with the learning material, (3) The teachers evaluated the results of the work or tested the students objectively and fairly, (4) The teachers assessed the group objectively and fairly, (5) The teachers gave comments and awarded the groups that won the tournaments. The results of the analysis of aspects of mastery of learning outcomes assessment are presented in figure 5.
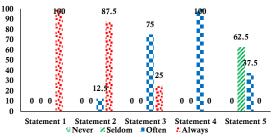

Figure 5. The Results of The Analysis of Aspects of Mastery of Learning Outcomes Assessment

Analysis of the research results to conclude was done through the preparation and interpretation of the results of observations that had been carried out. The interpretation of the results of the observations was carried out through qualitative data analysis, namely naturalistic induction and holistic analysis with:

$$P = \frac{F}{N} \times 100\%$$

Information:
P = percentage
N = sample
F = frequency

The TGT learning model applied by teachers in the field is by creating learning scenarios. The learning strategies that must be carried out by the teachers are as follows: (1) the first step of learning, the teacher explains the purpose of learning volleyball for basic techniques of lower passing and lower service, (2) The teacher divides students into several groups so students can socialize and cooperate to understand how to learn the lower passing and servicing techniques, (3) each team is given a media card and given the opportunity to discuss and practice for match preparation in groups, (4) matches in groups use the knockout system. After the matches in the group are finished, the teachers prepare group winners for competitions between groups. The first group winner will fight the other group winners, the 2 group champions will fight the other group 2 champions, and the group 3 winners will fight the other group 3 champions, (5) after the match is finished, the teacher gives a summary of the results of the matches conducted in groups or between groups. The teacher gives points to each champion, 1st place is given point 3, second place is given point 2nd, and 3rd place is given point 1. Besides points, the teacher can also give students an award or certificate.

The use of the Cooperative Learning Model Team Games Tournament (TGT) model was carried out for two meetings according to the schedule for conducting volleyball game learning activities. In learning activities, the teacher divides the groups randomly. The game is carried out in groups to increase student learning motivation and conduct competitions both in groups and outside groups to give enthusiasm to students in performing volleyball learning activities for a lower pass and underhand serve techniques. The rules for playing volleyball are carried out when learning activities in the field take place, namely, students are only allowed to use basic techniques of the lower pass and underhand serve.

CONCLUSION

Based on the overall research that has been done, the conclusions that can be drawn from this study are: (1) the success of learning activities using the Cooperative learning model type TGT is strongly influenced by the ability of teachers to organize classes and implement the models, as well as the means for students' competition, (2) many state junior high school teachers in Rayon Randudongkal who had difficulties in carrying out learning activities by using the TGT Cooperative learning model on competency basic technique of lower pass and underhand serve in volleyball game, (3) further research is needed to be able to reveal in more detail the difficulties experienced by the teachers when implementing learning activities using the TGT Cooperative learning model.

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