



# The Effect of Type Cooperative Learning Model TGT on Deep Shooting Learning Outcomes Futsal Game for Students of Makassar Raya High School

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## ABSTRACT

Makassar Raya High School is one of the private schools in the city of Makassar where, when learning one of the basic techniques in futsal, namely the basic technique of shooting, the learning outcomes are still below average. So that at the time of shooting, there were still those who did not meet the desired target, so that student learning outcomes were unsatisfactory. The purpose of this study was to determine the effect of the TGT type of cooperative learning model on the shooting ability of SMA Makassar Raya Futsal. The population of this study used a total sampling technique with a total of 20 students. This type of research uses a one-group pretest-posttest design. At the beginning (pre-test) and end (post-test) of treatment. This type of research uses Based on inferential statistical analysis using the t-test yielded or obtained with a t-count value of 20.453 > ttable 1.725 (sig. value 0.000 <  $\alpha$  0.05), it means that there is a significant effect after being given push-up training. To prove the increase in shooting ability is evidenced by an average value of 2.03, or, in other words, the results of the t test obtained, the t-count is greater than the t-table at a significant level of  $\alpha$  0.05. So, it can be concluded that there is a significant influence of the TGT (X) cooperative learning model on the shooting ability (Y) of Makassar Raya High School students.

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## **INTRODUCTION**

Education is an activity and human effort to improve one's self-quality, namely by cultivating potential in oneself. Education is also an effort to help people live a meaningful life so that a stable and directed life is realised and the happiness of life is achieved both individually and in groups. In addition, education is also one of the main aspects of the development goals of the Indonesian nation, especially the improvement of quality human resources (HR).

Education functions to develop abilities and shape dignified national character and civilization in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty. Have noble character, be knowledgeable, capable, creative, independent, responsible, and be physically and mentally healthy.

The purpose of sports and health physical education is to help students obtain adequate degrees of physical fitness, basic motor skills, and health in accordance with their level of growth and development through understanding, positive attitudes in various physical activities, and forming student character. in line with the opinion expressed according to Agus S. Suryobroto in Sukadiyanto (2017) that the purpose of physical education is "to form children, namely attitudes or values, intelligence, physical, and psychomotor skills, so that students will mature and be independent, which will later be used in daily activities. Furthermore, in improving or adjusting the curriculum for physical education students, health and sports

Physical learning is learning in schools that involves students being active and also aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle, and recognition of a clean environment through physical activity. According to Rosdiani (2013: 23), physical education is an educational process that utilises planned physical activity systematically, aiming to develop and improve individuals organically, neuromuscularly, perceptually, cognitively, and emotionally within the framework of the national education system.

Futsal is a popular team sport at this time and has even become a national game in every country. The rise of futsal is due to its characteristics, which give the game the opportunity to demonstrate its skills freely while still being guided by the applicable rules of the game.

The definition of futsal is a ball game that is played quickly on a small field. In this sport, futsal is a dynamic sport where the players are required to always move, have good basic technical skills, and have high determination. In terms of technical skills, futsal is almost the same as a grass field; only the most basic difference is that futsal has a lot of control and holds the ball using the soles of the feet, not far from the feet, because if it is far from the feet with a smaller field size, opposing players will find it easier to get the ball.

In futsal games, there are several basic techniques that need to be mastered by futsal players to play futsal. Lhaksana (2012) states that an important factor in achieving a person's futsal achievement is the mastery of basic futsal game skills possessed by the player himself. Forms of playing futsal skills such as the basic technique of baiting (passing), the basic technique of holding the ball (control), the basic technique of hull (chipping), the basic technique of dribbling, and the basic technique of shooting the ball (shooting) Of the several basic techniques of futsal, passing and dribbling are the most dominant. With a very fast ball circulation, the players are expected to be able to pass and dribble quickly and precisely. Passing is a basic technique in futsal where a player gives a short pass or passes

to one of his teammates. This technique of passing the ball is very important for every player to master because it is very often used throughout the game compared to the hull pass, which is rarely used on a small field. How to do a good passing technique

The role of the teacher in the learning process is very important because the success or failure of a lesson depends on how the teacher is able to manage the supporting components of the learning process (students, resources, media, and the learning environment). The quality of the learning process determines learning outcomes; therefore, the teacher must be able to design the learning process well. The teacher factor greatly influences the quality of learning because the teacher is a learning support tool whose job it is to prepare and manage learning. In addition, teachers as educators must also be able to create an interesting and creative learning atmosphere for students by utilising existing facilities at school to create the desired learning conditions.

Shooting is a very decisive technique in the success of a futsal player in scoring the ball and achieving a victory. To get good learning outcomes in shooting, of course, requires a good training method or model that must be applied by a teacher. One of the methods that will be applied in this study is the TGT (Team Games Tournament) type of learning model.

The TGT (Team Games Tournament) type learning model is a type of learning model with 5 to 6 members that places students who have different cognitive, affective, and psychomotor abilities, different characteristics, and different backgrounds. According to Nugroho (2012), TGT is a type of cooperative learning. In this type of Team Games Tournament (TGT) cooperative learning, students are required to cooperate with each other, be active, and be responsible for themselves and their groups. Besides that, in TGT learning, students are faced with a game and competition, so their willingness and ability change.

Meanwhile, according to Sumantri (2014), the TGT (Team Games Tournament) type of cooperative learning model is a type of cooperative learning that is easy to implement and involves the activities of all students without any difference in status. Student learning activities using the TGT (Team Games Tournament) model allow students to learn in a relaxed manner and foster a sense of responsibility, cooperation, healthy competition, and learning involvement in them.

From the description above, it can be concluded that the TGT (Team Games Tournament) type cooperative learning model is a learning model that involves students in learning activities by having them form groups that have different abilities so that learning is more effective and can provide the same effect.

## **MATERIALS AND METHODS**

The type of research conducted was a one-group pre-posttest design (Sugiyono 2018). At the beginning (pretest) and end (posttest) of the treatment, in the true sense of the word, the results of the treatment can be known more accurately because they can be compared with the conditions before and after the treatment. This research was conducted at Makassar Raya High School in April 2023. The population used in this study were male students of Makassar Raya High School who were randomly selected from a sample of 20 students. The instrument used in this study was a shooting test by providing shooting opportunities three times at a distance of 8 metres and directing the ball according to the target that had been prepared at the goal with points 7, 5, 3, and 1. All points obtained during shooting were then added up and averaged (Asep Sumpena 2008). This shooting was carried out both during the pretest and posttest, while the data analysis technique in this study used the normality test and t-test in pairs.

## RESULTS AND DISCUSSION

The data obtained as a result of the research are quantitative data obtained through tests before and after treatment. The application of the TGT-type cooperative learning model to the shooting abilities of futsal sports students at Makassar Raya High School. The variables in this study are the TGT-type cooperative learning model, which is symbolised by X as the independent variable, while shooting ability is denoted by Y as the dependent variable. The results after the test shooting was carried out before and after the TGT-type cooperative learning model was implemented can be presented as follows.

### **Descriptive Analysis**

This section is the central part of the article. It is where the author should explain in words what he or she discovered in the research. It should be laid out in a logical sequence. The results of the study presented in this section result from a clean process of data analysis, such as statistical calculations, testing processes, or other processes for the achievement of its research. State the findings of the study concisely. If the authors want to display a table, use the following format:

**Table 1.** Descriptive Analysis of the Effect of TGT Type Learning Model on Shooting Ability in Makassar Raya High School Futsal Game

Group	N	Range	Min	Mak	Sum	Mean	SD
Pretest shooting ability	20	2,33	2	4,33	58,33	2,91	0,65
Posttest Shooting ability	20	1,33	4,33	5,67	99	4,95	0,48

From the results of the descriptive analysis, it can be said that the pretest value of shooting ability in the futsal game is a range of 2.33 points, a minimum value of 2 points, a maximum value of 4.33 points, a mean value of 2.91 points, and a total of 58.33 points, while the posttest scores for shooting ability in futsal games are a range of 1.33 points, a minimum value of 4.33 points, a maximum value of 5.67 points, a mean value of 4.95 points, and a total of 99 points. So it can be concluded that there is an influence between the TGT cooperative learning model and the ability to shoot in futsal games.

### **Data Normality Test Results**

**Table 2.** Data Normality Test Results Effect of the TGT type cooperative learning model on Shooting Ability in Makassar Raya High School Futsal Game

Research variable	N	K - SZ	sig.	$\alpha$	description
Pretest shooting ability	20	0,887	0,411	0,05	Normal
Posttest Shooting ability	20	0,935	0,346	0,05	Normal

Based on the results of the data normality test, it can be said that the pretest shooting ability on the sumirnof kolmogrof value and a significance value of  $0.411 \geq 0.05$  mean that the data belongs to the normal distribution. while for the posttest data shooting ability on the sumirnof collotrophic value and a significance value of  $0.346 \geq 0.05$ , then the data is classified as normal distribution so that both data meet the requirements for further tests.

### **Inferential Data Analysis Test Results (Paired T Test)**

**Table 3.** Results of Paired T-Test Data Analysis Data on the Influence of TGTT Type Cooperative Learning Model on Shooting Ability in Futsal Games Makassar Raya High School Students

Research variable	Mean	t-hitung	ttabel	sig.
Effect of TGT	2,03	20,453	1,725	0,05

There is a significant effect of the TGT cooperative learning model on the improvement of shooting skills in the futsal game of Makassar Raya High School students. According to the results of the t test, data on the shooting ability of Makassar Futsal athletes was obtained with a t-count value of 20.453 > ttable 1.725 (sig. value 0.000 <  $\alpha$  0.05), meaning that there is a significant effect after being given TGT-type cooperative learning. To prove the increase in shooting ability is evidenced by an average value of 6.1, or, in other words, the results of the t test obtained, the t-count is greater than the t-table at a significant level of  $\alpha$  0.05. Based on the results of the data analysis, it can be said that there is a significant increase in the average value of shooting ability in the futsal game of Makassar Raya High School students.

The TGT-type cooperative learning method is an effective method in the learning process of physical education and sports subjects at school because, in this method, students have more enthusiasm for doing this activity because games in every meeting make them more active and want to compete with each team.

According to Slavin (2010), implicitly revealing the advantages and disadvantages of the TGT type of cooperative learning model The advantages of the TGT type of cooperative learning model include: 1) Getting significantly more friends 2) Increasing the perception among students that the results they get depend on work, not luck. 3) TGT increases social self-esteem in students. 4) TGT increases cooperativeness towards others. Higher student involvement in learning 5) TGT increases student attendance at school.

From the above opinion, it can be said that the TGT-type learning model can improve shooting skills in futsal games and has a very positive influence. By looking at the various advantages that exist, it can be said that the ability to shoot in futsal games has an influence, as evidenced by the increase in the average of 2.03 points with a significance level of  $0.000 \leq 0.05$ . So that we can say that one of the methods that has had success in teaching physical education and sports at school is the TGT-type cooperative learning method,

The TGT-type cooperative learning method on the basic technique of shooting in futsal games is a form of learning method where students have more enthusiasm to take part in tournaments at every meeting, and with tournaments, students are more happy in the process of implementing learning.

In the TGT learning model, the role of the student is more dominant in being able to understand and solve problems compared to the role of the teacher. Students are required to be able to explore and understand the material in depth, both individually and as a team. The existence of rewards for active teams also stimulates each team member to compete to make their team a champion. Moreover, every question and case is packaged in the form of games so that students don't feel bored. The grouping of students into teams with members of varying levels of intelligence has become an effective medium for discussing and solving complex cases.

These findings support the opinion of Silberman (2006) that the Teams Games Tournament teaching and learning model developed by Robert Slavin is a learning technique that combines study groups with team competitions and can be used to enhance the learning of various facts, concepts, and skills. This model will stimulate student activity because, in the Teams Games Tournament, none of the students are not active in voicing their opinions; students with the ability of the lower group and the upper group work together to complete the assignments given by the teacher. In this TGT learning model, teamwork is highly prioritized. What's more, with the award for the team that is most active or gets the highest score, this encourages all team members to be active both in answering, responding, and asking questions.

## CONCLUSION

After shooting before and after implementing the TGT cooperative learning model method, the data obtained and the details in the analysis of the results of the pretest and posttest shooting are as follows: Based on the analysis of the t test, it produces a t count of 20.465 and a t table of 1.725. It can be concluded that  $H_a$  is accepted. From the results of the analysis above, it can be concluded that there is a significant influence between the TGT-type cooperative learning model and the ability to shoot in futsal games for Makassar High School students, with an average increase of 2.03 points and a significance level of  $0.000 \leq 0.05$ .

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## CONFLICT OF INTEREST

All authors declare that there is no conflict of interest in this research.

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