

**PENERAPAN MODEL PEMBELAJARAN TEAM GAMES TOURNAMENT UNTUK
MENINGKATKAN HASIL BELAJAR SISWA SEKOLAH MENENGAH ATAS**

***APPLICATION OF THE TEAM GAMES TOURNAMENT LEARNING MODEL
TO IMPROVE GYMNASTICS LEARNING OUTCOMES IN HIGH SCHOOL STUDENTS***

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Abstrak

Penelitian ini bertujuan meningkatkan hasil belajar dan antusiasme peserta didik kelas XI IPA 1 SMA Negeri 4 Kota Sukabumi pada materi senam lantai roll belakang yang sebelumnya tergolong rendah. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) dengan pendekatan kuantitatif. Sampel dipilih menggunakan teknik purposive sampling. Pengumpulan data dilakukan melalui pretest dan posttest untuk mengukur dampak penerapan model pembelajaran Team Games Tournament (TGT). Hasil penelitian menunjukkan adanya peningkatan yang signifikan dimana nilai rata-rata peserta didik meningkat dari 71 (kategori Kurang/di bawah KKM) pada pretest, menjadi 84 dengan persentase ketuntasan mencapai 94% (kategori Sangat Baik) pada posttest. Kesimpulannya, penerapan model pembelajaran TGT efektif meningkatkan hasil belajar peserta didik. Berdasarkan hasil tersebut, disarankan agar pihak sekolah mengadakan workshop bagi para guru guna meningkatkan kompetensi dalam menyusun rencana pembelajaran yang sesuai dengan karakteristik peserta didik.

Kata kunci: pembelajaran, *team games tournament*, siswa, sekolah menengah atas

Abstract

This study aims to improve the learning outcomes and enthusiasm of students in Class XI IPA 1 at SMA Negeri 4 in Sukabumi City regarding the back roll floor exercise, for which their performance was previously low. The method used was Classroom Action Research (CAR) with a quantitative approach. The sample was selected using purposive sampling. Data collection was conducted through pre- and post-tests to measure the impact of implementing the Team Games Tournament (TGT) learning model. The results showed a significant improvement, with the students' average score rising from 71 (the "Insufficient" category, below the minimum passing score) on the pre-test to 84, with a mastery rate of 94% (the "Excellent" category) on the post-test. In conclusion, the implementation of the TGT learning model is effective in improving student learning outcomes. Based on these results, it is recommended that the school organize workshops for teachers to enhance their competence in developing lesson plans tailored to student characteristics.

Keywords: learning, *team games tournament*, students, high school

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INTRODUCTION

Physical Education (PJOK) instruction is a vital component of the curriculum designed to support students' cognitive, affective, and psychomotor development. PJOK instruction should foster an active, enjoyable, and focused learning environment to ensure students achieve the expected learning outcomes (Setianingsih, 2021; Saleh & Ramdhani, 2020). This implies that education depends on the learning process students undergo to achieve their learning outcomes. In achieving learning outcomes in line with learning objectives, numerous components influence implementation, including the curriculum, teachers, instructional models, learning resources, and the learning media used (Sugiata, 2018; Zulfikar & Budiana, 2019).

The learning process can take place because of the interrelated presence of students, teachers, and the curriculum. Students can learn effectively to achieve good learning outcomes if there are adequate learning facilities and infrastructure, engaging learning models, and students who are active in learning activities so that they do not feel bored or disengaged during the learning process (Kristin, 2021; Saitya, 2022). One crucial factor in supporting the achievement of learning outcomes is the selection of engaging learning models, as such models prevent students from feeling bored or disengaged during the learning process, thereby ensuring that learning outcomes are effectively achieved.

Learning outcomes are the results achieved by students after receiving instruction over a specific period (Yandi et al., 2022; Aenon et al., 2020). Furthermore, Rahman (2022) explains that learning outcomes are results achieved by an individual in developing their abilities through a process involving their cognitive, affective, psychomotor, and mixed abilities to gain an experience, so that the individual undergoes a change and acquires knowledge from what is observed—whether directly or indirectly—which becomes permanently ingrained in them. The better the process undergone during learning activities, the more optimal the learning outcomes will be.

Students' learning outcomes can be divided into three aspects; cognitive, affective, and psychomotor. Among these three aspects of learning outcomes, the cognitive aspect is particularly important for student development. The cognitive aspect relates to thinking and knowledge (Setiawan & Kasanah, 2024; Arifin, 2017). The learning outcomes students achieve must meet the minimum achievement criteria, often referred to as the KKM. If students meet the KKM, they have successfully achieved the established learning objectives.

Based on the observations conducted by the researcher in Class XI IPA 1 at State High School 4 in Sukabumi City, student learning outcomes remain low. During the learning process for the backward roll floor exercise, students struggled to understand the material. Whether in terms of understanding, applying, or executing the movements, they remained confused. One factor contributing to the low learning outcomes is students' insufficient engagement in the learning process, resulting in inadequate mastery of the material. Additionally, the learning environment was not conducive, and students were ill-prepared for the lesson.

Yet these factors are precisely what students need to absorb the lesson material and meet the requirements for achieving good learning outcomes. The observation results indicate that the use of the learning model is a cause of the low learning outcomes among students. In this regard, the researcher agrees with (Ahmad Zain et al., 2025; Haris, 2018) that to improve learning outcomes, an effective and engaging learning model is required.

As previously outlined, the learning model is one of the causes of the low learning outcomes among students in Class XI IPA 1 at State High School 4, Sukabumi City. In this context, a learning model is needed that can facilitate students to actively participate in learning and become the *center* during learning activities. This ensures students experience and understand what they have learned firsthand. The selected learning model is one that can enliven the learning atmosphere so that students do not become bored or disengaged. One such model is

the *Team Games Tournament* (TGT) learning model.

The *Team Games Tournament* (TGT) is a cooperative learning model that involves students working in groups during the learning process. According to Mulyadi (2022), the Team Games Tournament (TGT) learning model is a learning model that involves students learning in groups to understand the instructional material through academic tournaments among students, culminating in group recognition. The TGT model can serve as an alternative to improve students' learning outcomes in the cognitive domain because this model is capable of capturing students' attention, making it easier for students to understand the material, and fostering student engagement, thereby leading to improved learning outcomes (Rahmawati et al., 2023; Ritiau, 2018; Gandasari, 2019; Nurzaqi & Rahayu, 2015).

In principle, the Team Games Tournament (TGT) learning model involves specific stages in its implementation. According to Haki & Mustamir (2025), these stages begin with the teacher's explanation of the material, followed by group formation, the game phase, the tournament phase, and the group award phase. The presence of clear stages in applying the TGT model helps make learning activities more prepared and structured, and allows teachers and students to jointly evaluate errors or difficulties in the taught material. Based on this description, research aimed at improving student learning outcomes is necessary. One approach that can be taken is to implement learning using the Team Games Tournament (TGT) model. Therefore, the researcher is interested in conducting a study titled "The Application of the Team Games Tournament (TGT) Learning Model to Improve Student Learning Outcomes in Class XI IPA 1 on the Floor Gymnastics Topic at State High School 4 in Sukabumi City in 2025."

METHOD

This study employed the Classroom Action Research (CAR) method, implemented using the cycle model developed by Kemmis & McTaggart, which consists of the following stages in each cycle: planning, acting, observing, and reflecting. The objective of this study is to improve student learning outcomes by implementing the Team Games Tournament learning model in Grade 11 Science Class 1 for the back roll floor exercise lesson.

This research was conducted in 2025. All research activities took place at State Senior High School 4, Sukabumi City, located at Jl. Prana No. 9A, Cikole, Cikole District, Sukabumi City, West Java, Postal Code 43113. This location was selected based on the urgent need to improve the learning process at the school, as determined by the researcher's initial observations.

The research subjects involved 36 students from Class XI IPA 1. Based on class data, the subject composition consisted of 26 female students and 10 male students (a total of 36 students). Subject selection was conducted using purposive sampling, wherein the class was chosen based on the characteristics and needs identified through initial observations: students in Class XI IPA 1 had the lowest average learning outcomes and demonstrated a lack of active engagement in Physical Education (PJOK) lessons.

Data analysis in this study employed a quantitative approach and was supported by observational data. Quantitative data focused on student test results, calculated by comparing pre-test and post-test scores to measure the percentage of significant improvement in learning outcomes. Additionally, the researcher analyzed observational data, which included direct observations of student activities and behavior in the classroom, as well as an evaluation of the teacher's performance in implementing the Teams Games Tournament (TGT) model-based instruction.

RESULTS

This study was conducted in Phase F of the 11th-grade Science Class 1 at State Senior High School 4 in Sukabumi City, with a total of 36 students, comprising 26 female students and 10 male students. The researcher conducted an initial observation regarding the learning model

used in the classroom for Physical Education (PJOK) in the 11th grade. Based on the results of the initial observation conducted by the researcher, instruction was still teacher-centered, so students were not yet actively engaged in the learning process. Learning outcomes for the floor exercises component of Physical Education (PJOK) were still low, as assessed against the minimum proficiency criteria. The researcher implemented a learning model tailored to the students' needs based on the initial analysis. Subsequently, the Team Games Tournament learning model was applied as a problem-solving approach in this study, yielding improved results after implementation, as detailed below;

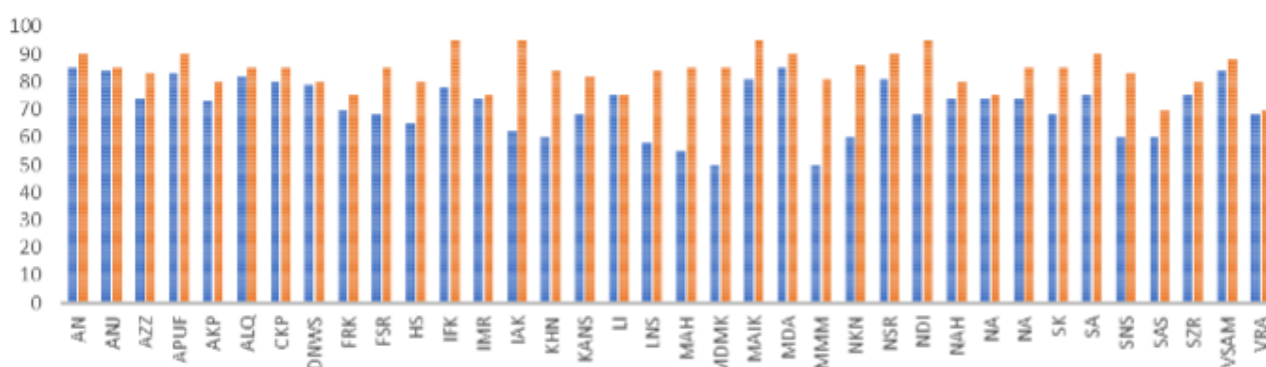


Figure 1. Comparison of Learning Outcomes Pre-test and Cycle I

The chart above shows that student learning outcomes have improved significantly from the pre-cycle to Cycle I, with students meeting the minimum passing score. Of the 36 students, 34 have met the standard with scores above 75, while 2 have not met the standard with scores below 75. The students who met the criteria are AN, ANJ, AZZ, APUF, AKP, ALQ, CKP, DNWS, FRK, FSR, HS, IFK, IMR, IAK, KHN, KANS, LI, LNS, MAH, MDMK, MAIK, MDA, MMM, NKN, NSR, NDI, NAH, NA, NA, SK, SA, SNS, SZR, VSAM, with a completion rate of 94%. Meanwhile, only two students have not yet completed the program, namely SAS and VRA, with a non-completion rate of just 6%. The improvement in student learning outcomes from the pre-cycle and Cycle I can be further seen in the following diagram;

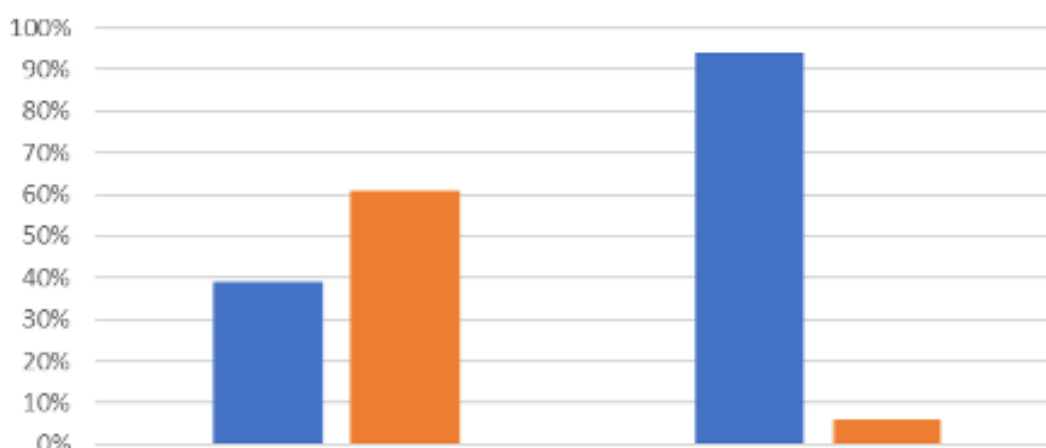


Figure 2. Improvement in Student Learning Pre-Cycle & Cycle I

Based on the presentation of learning outcome data from the pre-cycle and Cycle I, it can be concluded that the students' learning outcomes have met the success indicators. In the pre-cycle test results, student learning achievement was 39% and showed a significant increase in Cycle I to 94%, meeting the "very high" criterion. These learning outcomes indicate that student

learning has improved. Four of the six specified learning outcome indicators have been achieved by the students.

Classroom observations were conducted while the instructional activities were taking place. Observations of teacher and student activities were carried out using the observation sheet prepared during the planning phase. Observation data for Cycle I were obtained from the observations of the subject teacher, who is also the homeroom teacher for Class XI IPA 1. For the observation of teacher activities, there were 16 indicators that needed to be assessed based on the researcher's performance during the learning process. The results of these observations can be seen in the following table:

Table 1. Analysis Results of Teacher Activity Observations in Cycle I

Description	Teacher Activity
Total score obtained	58
Maximum score	60
Percentage of action achievement level	96%
Action achievement level criteria	Very Good

Based on the table above, it can be seen that the score obtained was 58 out of a maximum score of 60. From the calculations above, it can also be seen that the results of the peer observation of teacher activities using the observation sheet in Cycle I were 96%, which falls into the "Very Good" category.

Based on the results showing an "Excellent" rating, the researcher developed a teaching module and implemented it in accordance with the developed lesson plan; the instruction was conducted in accordance with the stages of the TGT learning model. It began with the researcher presenting material to the students regarding the backward roll floor exercise, followed by dividing the class into four groups, each consisting of 7–8 students, followed by the implementation of the "Ball Train" game—which the researcher modified—integrated into the backward roll floor exercise lesson. This allowed students to indirectly perform the backward roll while passing the ball backward using their feet. Next, a tournament was held among the groups based on the game's rules, concluding with a question-and-answer session. Finally, awards were presented to the group that completed the tournament in the fastest time.

In addition to observing the teachers, this study also involved observing student activities during the learning process using the TGT model, based on the same 15 indicators listed on the observation sheet, which were recorded by the observer throughout the learning process. The results of the observations of student activities in Cycle I are shown in the following table:

Table 2. Analysis Results of Student Activity Observations in Cycle I

Description	Student Activity
Total score obtained	58
Maximum score	60
Percentage of action achievement level	96%
Action achievement level criteria	Very Good

The table above shows that a score of 58 out of a possible 60 was achieved. The calculation of the average percentage of student activity achievement also yielded a result of 96%, meeting

the “Very Good” achievement criterion.

The results indicate that student engagement during instruction showed an increase in activity and enthusiasm compared to the pre-cycle, which yielded low results. During Cycle I, some students began to demonstrate engagement by answering the teacher’s questions and responding to questions during the evaluation test. Furthermore, they displayed enthusiasm for learning as evidenced by their participation in games and intergroup tournaments, in which each group demonstrated good cooperation and healthy competition.

DISCUSSION

This classroom action research was initiated as a strategic effort to address the low academic achievement and lack of active engagement among students in Class XI IPA 1 at State Senior High School 4 in Sukabumi City, particularly regarding the floor exercise material on the backward *roll*. Based on initial observations (pre-cycle), the previous physical education learning process tended to be monotonous because it was still teacher-centered, which resulted in low student enthusiasm and the majority of students failing to meet the Minimum Passing Criteria (KKM). Of the total students, 22 were deemed not to have met the standards, while only 14 were able to achieve the MPC, with a relatively low class average of 71 (a 39% achievement rate). To stimulate student engagement and boost these achievements, the researcher integrated the *Team Games Tournament* (TGT) learning model, delivered in an interactive format. This intervention focused on a single, comprehensively designed full cycle, spanning the planning, implementation, and final evaluation stages. Data on the success of the intervention was collected using teacher activity observation sheets, student activity observation sheets, and learning outcome tests.

Before implementing Cycle I of the intervention, the researcher first developed a TGT-based Lesson Plan (RPP/RPS) tailored to the characteristics of the floor gymnastics material on the backward roll. The TGT learning structure was systematically applied through several main stages, beginning with introductory activities such as greetings, checking in, and attendance verification to establish students’ readiness to learn. Next, the researcher provided a brief presentation on the basic techniques of the backward roll before directing students into heterogeneous groups. The core of this TGT model lies in the implementation of academic games and intergroup tournaments designed to test students’ understanding of the movement in a competitive yet supportive manner. The learning process concludes with the presentation of an award (*group recognition*) to the group that earned the highest points as a form of appreciation for their efforts. Through this structured approach, the initially passive classroom atmosphere was successfully transformed into a dynamic learning space focused on teamwork.

The implementation of the TGT model has proven significantly effective in shifting students’ learning paradigm toward greater enthusiasm and joy when practicing floor gymnastics movements. This physical education instruction, packaged as a competitive game, successfully sparked students’ intrinsic motivation to help one another within their groups to master the backward *roll* movement. This positive phenomenon aligns with the theory proposed by Putri TE (2024), which asserts that game-based learning is proven effective in creating a learning environment that is both enjoyable and challenging, directly enhancing students’ motivation and interest in learning. This high level of learning enthusiasm was validated by the student activity observation sheets during the learning process, which recorded an exceptional score of 58 out of a maximum of 60. This achievement resulted in a 96% success rate for student activities, which qualitatively falls into the “Very Good” category. This result serves as empirical evidence that the TGT model successfully brought out the latent activity within the students.

The success in increasing student activity is undoubtedly linked to the teacher’s

performance in managing the implementation of the TGT learning model's syntax in the classroom. Based on the analysis of the teacher activity observation sheet, the implementation of actions in Cycle I proceeded very smoothly and in line with the established planning targets, although at certain moments the teacher had to make tactical adjustments in the classroom. The teacher's instructional flexibility in guiding the tournament and facilitating group discussions resulted in a teacher activity assessment score of 58 out of a maximum of 60. With a success rate of 96%, the teacher's performance in implementing this learning model was categorized as Very Good. The teacher's ability to position themselves as a facilitator and motivator proved crucial in maintaining the pace of the game to ensure it remained educational and safe for the students of Class XI IPA 1. The strong synergy between the teacher's mature classroom management and the students' positive responses was a determining factor in the optimal outcome of this action cycle.

The positive impact of the surge in teacher and student activities ultimately led to a linear increase in students' cognitive and psychomotor learning outcomes at the end of the cycle. Evaluation was conducted through written and practical tests consisting of five essential questions regarding the basic concepts and crucial steps in performing the backward *roll* floor exercise. The results of the post-test data analysis in Cycle I showed a very sharp increase in scores compared to the pre-cycle data, where the class average jumped from 71 to 84 with a classical mastery rate reaching 94%. Based on the entire presentation of this supporting data, it can be conclusively determined that the implementation of the *Team Games Tournament* (TGT) learning model effectively improves the learning outcomes of students in Class XI IPA 1 at State High School 4, Sukabumi City. This improvement is reflected not only in academic achievement figures but also in the quality of the learning process, as evidenced by high teacher activity indicators, intense student engagement, and the creation of a healthy and enjoyable classroom atmosphere.

CONCLUSION

Based on the results of the study conducted by the researcher in Class XI IPA 1 at State Senior High School 4 in Sukabumi City for the Physical Education subject, specifically the floor exercises module, using the *Team Games Tournament* learning model to improve student learning outcomes, the results met expectations and the process went smoothly. The researcher planned the instructional activities using the TGT learning model, which was incorporated into a lesson plan based on the 2025 Ministry of Education and Culture Regulation (Permendikbud) as a guideline for implementation. The material used by the researcher was the back roll floor exercise. The instructional steps employed followed the TGT model's procedures. Additionally, the researcher prepared research instruments, including an evaluation sheet tailored to the floor gymnastics material, a teacher activity sheet, and field notes to collect data for the study. Student activities during the learning process included listening to explanations about the backward roll floor gymnastics exercise and its techniques, participating in games, and conducting a tournament. In Cycle I, the researcher first validated the lesson plan to identify shortcomings before implementing the instruction. Based on observations and field notes, the implementation of instruction using the TGT model was well-received by the students. According to the students, learning using the TGT model was considered enjoyable and also made them more active in the learning process. Students were also able to perform movement techniques and understand the concepts of floor gymnastics with the help of the TGT model. An improvement in learning outcomes from the pretest to Cycle I was evident after the implementation of the TGT model. In Cycle I, the percentage of students achieving the initial proficiency standard was 39% with an average score of 71. Subsequently, in Cycle I after the implementation of the TGT model, the percentage of students achieving the passing score was

94% with an average score of 84. Thus, it can be concluded that the implementation of the Team Games Tournament model can improve the learning outcomes of students in Class XI IPA 1 at State Senior High School 4 in Sukabumi City.

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