

PHYSICAL EDUCATION LEARNING MODEL BASED ON TEAM PLAY TOURNAMENTS TO BUILD STUDENT PERFORMANCE CHARACTER

Ali Mardius¹, Apriyanti Rahmalia¹, Bafirman HB², Alfiqroam Kumar¹, Fajry Maifendri¹

¹Universitas Bung Hatta, Padang, Sumatera Barat

²Universitas Negeri Padang, Padang, Sumatera Barat

*email: alimardius@bunghatta.ac.id

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Abstract

Developing a physical education learning model based on Team Play Tournaments is an attempt to improve the work ethic of Senior High School (SMA) students who don't do well in school. The goal is to find flaws in learning models that can be used in schools. This study uses the ADDIE model, a research and development method with five steps: analysis, design, development, implementation, and evaluation. The study was done at Pesisir Selatan Regency's SMA Negeri 1 Sutera. Observation, interviews, documentation, questionnaires, and evaluation sheets of student learning results are some of the tools used in this study. All the high schools in the Pesisir Selatan Regency were part of this study, and samples were taken from SMAN 1 Sutera. Both short and long tests are used for testing. Testing the product's validity, reliability, usability, and usefulness is part of making a learning model. With significance values set at p 0.05, IBM SPSS software was used to examine the collected data. The study showed a big difference between the learning outcomes for physical education using the Team Play Tournament-based learning model, with an average presumptive score of 80. So, the alternative hypothesis (HA) that says the learning results of physical education using the learning model are greater than 80 is correct. Based on these data, the average score for physical education learning outcomes using the development of the Team Play Tournament-based learning model is 84.94, which can be rounded up to 85. This number is between 81 and 100 and can be interpreted very well.

Keywords: Learning Models, Team Play Tournaments, Performance Characters.

Abstrak

Pengembangan model pembelajaran pendidikan jasmani berbasis Team Play Tournaments merupakan upaya untuk meningkatkan etos kerja siswa Sekolah Menengah Atas (SMA) yang kurang berprestasi di sekolah. Tujuannya untuk menemukan kekurangan model pembelajaran yang dapat digunakan di sekolah. Penelitian ini menggunakan model ADDIE, yaitu metode penelitian dan pengembangan dengan lima langkah: analisis, desain, pengembangan, implementasi, dan evaluasi. Penelitian dilakukan di SMA Negeri 1 Sutera Kabupaten Pesisir Selatan. Observasi, wawancara, dokumentasi, angket, dan lembar evaluasi hasil belajar siswa adalah beberapa alat yang digunakan dalam penelitian ini. Seluruh SMA di Kabupaten Pesisir Selatan menjadi bagian dari penelitian ini, dan sampel diambil dari SMAN 1 Sutera. Tes pendek dan panjang digunakan untuk pengujian. Menguji validitas, reliabilitas, kegunaan, dan kemanfaatan produk merupakan bagian dari pembuatan model pembelajaran. Dengan nilai signifikansi yang ditetapkan pada p 0,05, perangkat lunak IBM SPSS digunakan untuk memeriksa data yang dikumpulkan. Hasil penelitian menunjukkan adanya perbedaan yang besar antara hasil

belajar penjasorkes dengan menggunakan model pembelajaran berbasis Team Play Tournament, dengan rata-rata presumptive score 80. Jadi, hipotesis alternatif (HA) yang menyatakan hasil belajar penjasorkes dengan menggunakan pembelajaran model lebih besar dari 80 benar. Berdasarkan data tersebut, nilai rata-rata hasil belajar pendidikan jasmani dengan menggunakan pengembangan model pembelajaran berbasis Team Play Tournament adalah 84,94 yang dapat dibulatkan menjadi 85. Angka tersebut berada di antara 81 sampai dengan 100 dan dapat diartikan sangat baik.

Kata Kunci: Model Pembelajaran, Turnamen Bermain Tim, Penampilan Karakter.

INTRODUCTION

Given the significant number of students enrolled at Senior High School (SMA), a considerable proportion demonstrate low-performance traits in their academic pursuits. These traits include a lack of perseverance in achieving desired goals, inadequate dedication to the learning process, a lack of self-discipline, and a shortage of positive attitudes among the student body. Moreover, the absence of a physical education lesson development model to improve students' performance characteristics in the Upper Middle School of South Pesisir Regency highlights the urgency of prioritizing such a model. According to Bodsworth, H., and Goodyear, V. A. (2017), as cited by Legrain, Escalié, Lafont, and Chaliès (2018), their research revealed that adopting a pedagogical approach that incorporates technology within a Cooperative Learning model results in a positive learning experience for students. The consistent application of this design is required across various physical activities to impact the self-efficacy of Physical Education instructors. Thus, prioritizing learning outcomes and enhancing student attributes should be central to the instructional approach.

Developing performance character values within physical education subjects is paramount in cultivating high-achieving and exceptional students. Research findings have revealed a positive correlation between students possessing performance character traits and their academic achievements. Such traits empower students to engage in various aspects of their lives effectively. They serve as a comprehensive

instructional resource for educators to implement pedagogical strategies that cultivate these attributes and equip students with essential life skills. To advance student development, activist, transformative, trans-domain, and inter-contextual pedagogical frameworks are essential within Physical Education. Chiva-Bartoll and Fernández-Rio (2021) identified the primary dual theme of learning through service, offering novel insights into the pedagogical aspects of Physical Education. The emphasized statement addresses these issues by formulating a learning model that fosters effective, creative, productive, and innovative learning experiences. This model seeks to enhance students' knowledge, skills, and character development. The study's primary goal is to establish a physical education instructional framework using the Team Play Tournament (TPT) approach to promote the development of a strong work ethic among students at Mengah Atas School. The research provides valuable insights for educators, enabling them to enhance pedagogical practices within educational institutions by implementing the Team Play Tournament approach.

Cooperative Learning (CL) is an instructional approach that aims to promote collaborative learning and enhance students' and their peers' learning experiences by organizing them into small, diverse groups (Johnson, Johnson, and Holubec 2013). Dyson and Casey (2012) emphasize the importance of several key characteristics in collaborative learning, such as positive interdependence, face-to-face interaction, individual accountability,

interpersonal and small group work skills, and group processing to achieve task completion. Despite these benefits, a teacher-centered approach remains prevalent in structured physical education curriculums, where multi-activity programs are commonly employed (Cothran, 2001; Browne et al., 2004). This approach is often influenced by a prevailing masculine culture that prioritizes competitive sports over other forms of physical education (Kirk, 2010; Fiset, 2011; With-Nielsen & Pfister, 2011). However, Haerens et al. (2011) argue that social, cognitive, and affective learning domains are crucial aspects that physical education needs to address.

To address these issues and challenges, it is crucial to develop an appropriate instructional framework. Adopting the cooperative learning theory offers a viable approach to cultivating well-rounded learners, encompassing affective, psychomotor, and cognitive domains. The Team Play Tournament (TPT) model effectively facilitates cooperative learning, providing enjoyable and engaging gameplay experiences for students. In everyday language, "play" typically refers to voluntary activities pursued for recreation, pleasure, self-entertainment, and enjoyment (Van Oers, 2013). Play activities are characterized by their spontaneous nature, intrinsic motivation, and ability to generate behavioral, social, or psychomotor rewards. This observation extends to various species with higher cognitive abilities, particularly mammals. Play can manifest in diverse forms in human behavior, including role-playing, improvisation, sports, interactive games, performances, mimicry, and extreme or dangerous sports (Smith, 2010).

Vygotsky (2004) presents a theoretical framework for fostering imagination and creativity during childhood and adolescence through exploratory activities within educational settings, highlighting the significance of play in cognitive advancement. Furthermore, Hedegaard (2016) posits that

gaming activities can nurture imagination, fantasy, and creativity among children and adolescents as they influence their motives, emotions, and feelings. In conclusion, adopting cooperative learning in physical education can significantly enhance students' learning experiences and outcomes. By emphasizing collaboration, responsibility, and active engagement, cooperative learning can contribute to the holistic development of students in various domains. The Team Play Tournament (TPT) model effectively implements cooperative learning, creating an enjoyable and interactive environment for students. Emphasizing the significance of play in educational settings provides a valuable perspective on fostering creativity and imagination in students during their formative years. By incorporating elements of play and collaboration, physical education can become a more rewarding experience for students, facilitating their growth as well-rounded learners and individuals.

METHOD OF RESEARCH

Based on the formulation of the problem that has been stated, the type of research used in research is research and development (research and development) abbreviated as R & D. This research method is a research method used to produce a certain product and test the effectiveness of the product (Sugiyono, 2017). This opinion is in line with that stated by (Dale & Borg, 1965) "Educational Research and development (R & D) is a process used to develop and validate educational products", which can be understood that development research is a research method used to develop or validate products used in education and learning. This research was conducted to develop a physical education learning model based on Teim Play Tournament (TPT) to build the performance character of High School students. This research procedure adapts the

ADDIE development model, which consists of 5 stages: analysis, design, development, implementation and evaluation (Kurt, S. 2017). The ADDIE model consists of 5 interrelated and systematically structured steps, which means that from the first stage to the fifth stage in its application must be systematic and cannot be implemented :

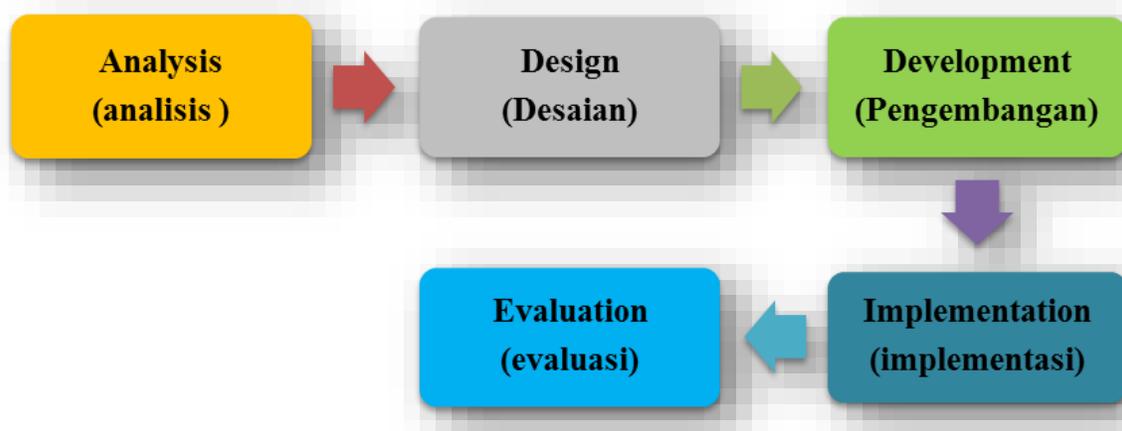


Figure 1. ADDIE Development Model Steps

The study's development procedure adheres to the sequential development stages outlined in the ADDIE model. The diagram of the ADDIE model illustrates the continuous process of development. A correlation exists between successive stages, although the potential for future advancement remains open should the resultant product necessitate further refinement. The ADDIE model, which stands for Analysis, Design, Development, Implementation, and Evaluation, is a widely employed methodology in the realm of ongoing instructional development. The stages within the ADDIE model are interconnected and offer a structured approach to the ongoing and methodical development process. The following concisely elucidates each phase within the ADDIE model: The initial step in the process is analysis. This phase encompasses collecting information and

randomly. These five stages or steps are very simple when compared to other design models. Its simple and systematically structured nature makes this design model easy to understand and apply. The steps of ADDIE development research in this study if presented in chart form are as follows

analyzing needs to determine learning objectives, goals, learner characteristics, and the context in which learning will take place. This analysis facilitates comprehension of students' requirements and enables the development of tailored programmes. The second aspect to consider is design. During this phase, a comprehensive instructional design is formulated, drawing upon the findings of the analysis. Design encompasses the deliberate choice and implementation of suitable pedagogical approaches, establishment of effective instructional frameworks, identification of relevant subject matter, formulation of educational goals, and creation of instructional resources.

The third stage of the instructional design process is development, which entails creating learning materials and resources that align with the previously designed instructional design. During this phase, the

process of developing learning content takes place, wherein various media and learning materials are gathered and compiled, alongside the preparation of additional resources to support the learning process. The implementation phase encompasses the execution of a developed learning programme. Students are provided with educational resources, and the learning process occurs according to a predetermined instructional plan. The educator or facilitator assumes a crucial role in delivering instructional content, directing students, and overseeing learning activities.

The subsequent stage involves evaluation. The evaluation phase is employed to assess the efficacy of the educational programme. Evaluation can be conducted using a range of methodologies, including assessments, direct observation, interviews, and soliciting feedback from students. The utilisation of evaluation results serves the purpose of assessing the extent to which learning objectives have been achieved, evaluating the efficacy of programme design and implementation, and identifying areas that require improvement or further development. Following the evaluation phase, in the event that a need or opportunity for additional development is identified, the ADDIE model can be utilised once again to formulate, construct, and execute enhancements or modifications to educational programmes. The ADDIE model facilitates a process of ongoing and iterative development, aimed at ensuring the appropriateness and efficacy of learning programmes in response to evolving requirements and circumstances.

DISCUSSION / RESEARCH FINDING

In developing a physical education learning model based on Team Play Tournaments to improve the character of high school students, need analysis will be an

important step in designing programs that are effective and in accordance with student needs. The Team Games Tournament (TGT) Learning Model is often used with the aim of improving learning outcomes, motivation, cooperation, and improving student character (Khoiriah & Yudiana, 2016; Luo et al., 2020; Sugiata, 2018; Wardana et al., 2020). Therefore, it is important to develop this learning model so that it can be used more effectively in the learning process. This research aims to develop a Team Games Tournament learning model in the form of a module book. The module book is specifically designed for use by physical education teachers. This module book has gone through a validation process by experts and research has been conducted that proves its effectiveness in improving student learning performance.

In this section, what development processes have been carried out during the research. In detail, the development process is described as follows:

Analysis Phase

Preliminary study activities play a crucial role in the development process of physical education learning models based on the Team Play Tournament approach, focusing on enhancing the character of high school students. Often known as Need Analysis, these activities involve gathering data to lay the groundwork for a physical education instructional framework centered around Team Play Tournaments to foster students' character development and meet their educational needs, particularly in physical education. The Need Analysis process holds significant importance as it forms the basis for a comprehensive instructional approach. This paper delves into the preliminary studies conducted by researchers, which encompass several essential steps. Firstly, the Semester Learning Plan analysis provides insights

into the curriculum's structure and objectives, guiding the formulation of the physical education model. Next, textbook analysis allows researchers to evaluate the content and alignment of existing educational materials with the desired character development goals. Additionally, literature analysis aids in identifying relevant studies and theories that inform the design of the instructional framework.

Furthermore, the student characteristics analysis considers the unique traits and needs of high school students, providing valuable information on tailoring the learning model to suit their specific requirements. Lastly, peer interviews offer a firsthand perspective from students, allowing researchers to gain deeper insights into their preferences, challenges, and expectations regarding physical education. By integrating the outcomes from each stage, researchers can create a robust and well-informed physical education learning model. This comprehensive approach ensures that the Team Play Tournament framework addresses students' academic development and fosters the cultivation of essential character traits. Emphasizing character development in physical education is vital as it equips students with valuable life skills, including teamwork, leadership, discipline, and resilience.

In conclusion, conducting preliminary study activities, particularly the Need Analysis, is critical in developing an effective physical education learning model based on the Team Play Tournament approaches. Researchers can design an instructional framework that holistically enhances high school students' character and academic growth by thoroughly analyzing the Semester Learning Plan, textbooks, literature, student characteristics, and peer feedback. With a strong emphasis on character development, physical

education becomes an essential avenue for nurturing well-rounded and capable individuals who can succeed in their academic pursuits and personal and professional lives.

Semester Learning Plan Analysis

The Semester Learning Plan about physical education courses is comprehensively evaluated. The Semester Learning Plan is evaluated to determine the alignment between the instructional content, intended Learning Outcomes, and anticipated learning achievements. The Semester Learning Plan analysis reveals that this subject's learning outcomes pertain to the student's ability to engage in physical activities to enhance movement development. The development of the physical education learning model incorporates content on games and sports, athletics, and developmental activities, as indicated by the findings of the syllabus analysis.

Textbook Analysis

The textbook analysis's objective is to determine the extent to which the book's content aligns with the competencies outlined in the Learning Plan. The analyzed textbooks are instructional materials that have been utilized for educational purposes. Based on the conducted analysis, it has been determined that students encounter challenges in comprehending certain books due to the lack of systematic organization in textbooks, thereby posing difficulties in formulating a coherent Semester Learning Plan. Many students encounter challenges in comprehending the course materials provided by the instructor.

Literature Analysis

Literature analysis activities encompass the systematic gathering of relevant materials for a particular model's design. The structural attributes of a model play a crucial role in the design process.

Literature analysis enables individuals to learn about the approaches, methodologies, and outcomes of prior research conducted by esteemed scholars within the same or interconnected disciplines. The structural attributes of a model are a crucial component in the process of model design. The term "feature structure" pertains to a model's underlying structure or configuration, encompassing its key components, interrelationships among them, and the specific characteristics and attributes associated with each component.

Analysis of Student Characteristics

Assessing students' collective and individual attributes, competencies, and past experiences is crucial in determining their initial aptitude for planning. To ascertain the appropriateness of the constructed model for students, researchers undertake the examination of student characteristics via the method of observation. The observations and data collection results indicate that students exhibit a range of high school backgrounds. The background of high school students influences their initial ability, learning approach, and motivation in Physical Education. The existing array of textbooks has proven inadequate in its capacity to serve as a comprehensive educational resource that caters to the diverse academic backgrounds of high school students. Based on the findings obtained from the observations conducted thus far in the learning process, it has been ascertained that

the characteristic features commonly linked to student learning within physical education instruction are as follows.

- 1) Students easily forget the theory of the concepts they learn, making it difficult to practice existing theories. Learning resources are used only to be read but are difficult to practice.
- 2) Students have difficulty learning independently with limited resources and without direct direction from lecturers.
- 3) Students who listen and practice with the material provided by the lecturer have high soft skills and can practice seriously in every lesson.

The necessity to construct a model may arise from the findings obtained by examining student characteristics. The development of models can enhance students' ability to analyze human movement, enabling them to go beyond the theoretical knowledge provided by the lecturer. By utilizing references in the form of models, students understand the limitations associated with the skills they are learning. Consequently, they are motivated to engage in continuous practice, striving to align their performance with the objectives outlined in the model. This phenomenon has the potential to stimulate the development of student autonomy in the realm of education.

No	Indicator	Achievement Level	Information
1	Student engagement in learning time	55	Sufficient
2	Student engagement outside of learning time	50	Sufficient

3	Student participation in physical education learning	54	Sufficient
4	The character of students who students in physical education build	53	Sufficient
5	Obstacles faced by students when participating in physical education learning	70	Tinggi
	Score	52,5	Sufficient

Figure 1. Needs analysis of the physical education learning model based on Team Play Tournament to enhance the character of high school students.

The presented table reveals that all indicators lack a satisfactory achievement rate. Specifically, the indicator for student involvement in learning time achieved 55%, and the indicator for student involvement in learning outside designated learning time reached 50%. Moreover, the indicator for student participation in physical education learning scored 54%, and the indicator for student character development during physical education training achieved 53%. Lastly, the indicator for obstacles encountered by students during physical education learning obtained a rate of 70%. Considering the entire situation, it becomes evident that there is a need for a physical education instructional framework centered around the Team Play Tournament approach, which demonstrated an achievement rate of

55%. Although the framework falls within the category of adequacy, there is clear room for improvement to enhance student involvement, participation, and character development during physical education learning. The indicators' current performance rates signal the necessity for further refinement and fine-tuning to ensure that the instructional approach meets the desired objectives of fostering well-rounded learners. To improve the achievement rates, it is essential to address the challenges students face during physical education learning, as indicated by the 70% achievement rate for this specific indicator. Identifying and overcoming these obstacles will create a conducive learning environment that encourages active engagement and enhances students' character development.

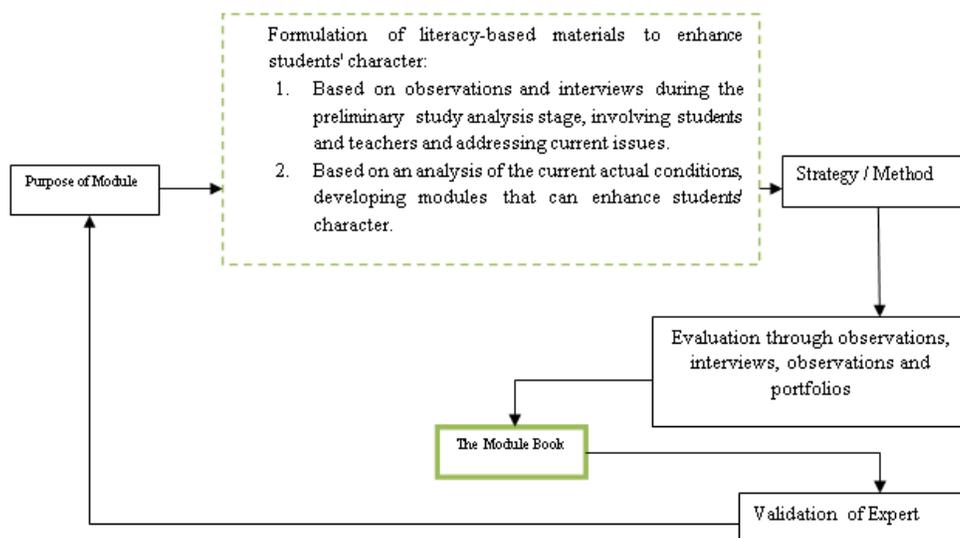


Figure 1. Design of sports education model based on TPT to enhance the character of student participants

To facilitate the transition from the design phase to the research product, one may opt to create a comprehensive publication centred on the pedagogical framework of Teams Games Tournament (TGT) in the context of physical education. The book should incorporate the materials that are currently being developed. The following procedures can be implemented to accomplish this goal. Firstly, it is essential to ascertain the learning goals and objectives. The main objectives of the instructional framework publication are to identify and delineate the primary goals that guide its implementation and utilisation. The current study centres on the investigation of literary works. Performing an extensive review of the literature is essential to gain a deep understanding of the application of the TGT (Teams-Games-Tournaments) approach in the field of physical education, particularly in the domains of football, volleyball, and track and field. 3. Formulate a cohesive and meticulously structured framework for the book, emphasizing its design elements. The book initiates by organising its content into discrete chapters, each of which examines diverse subject matter. To provide an example, the introductory chapter

could focus on the introduction of the concept of Targeted Teaching and its corresponding pedagogical approaches. The upcoming chapters will explore various football, volleyball, and athletics topics. Each chapter will provide relevant explanations, examples of gameplay, and educational methods. The procedure involved in the development of educational resources: The production of educational materials related to the fields of football, volleyball, and athletics will be carried out in each chapter. The provided material should thoroughly explain the regulations, methodologies, tactics, and other important aspects related to each sport. Integrate visual representations of games and activities that can be utilised within the Team Games Tournament (TGT) instructional framework.

Please provide examples of lesson scheduling that incorporate the Team Game Tournament (TGT) approach in the domains of football, volleyball, and track and field. Moreover, please elaborate on the various assessment strategies that can be employed to evaluate the progress and attainment of students throughout the educational journey. 6. Ensuring the presence of lucid and succinct explanations

alongside visual aids is imperative to ascertain the comprehensibility and absence of ambiguity in the content presented within the book. In order to enhance students' comprehension, it is recommended to incorporate supplementary visual aids, such as illustrations, diagrams, or drawings, into the instructional materials. Visual representations possess the capacity to serve as valuable instructional tools, augmenting the understanding of complex concepts and facilitating efficient learning. The incorporation of visual aids in educational settings has been found to improve students' capacity to understand and remember information more effectively. Therefore, the integration of these visual aids

Conduct experimental trials and participate in iterative revisions. After obtaining the books, it is recommended to carry out initial testing in collaboration with a knowledgeable educator or an expert in the field of physical education. To enhance the overall quality and efficacy of the book, it is imperative to recognise

and incorporate the feedback that has been received. Therefore, it is crucial to implement the necessary adjustments. Ultimately, the dissemination of the book can be achieved through conventional print or digital mediums, depending on the author's preference. The paramount importance lies in guaranteeing the accessibility of literature pertaining to the Team Game Tournament (TGT) methodology in the realm of physical education, with a particular focus on the disciplines of football, volleyball, and track and field. This is essential to adequately cater to the needs and inclinations of individuals who are interested in this subject matter. It is crucial to recognise that the development of a pedagogical resource, such as a book on learning models, necessitates extensive research endeavours, a thorough comprehension of the Targeted Teaching and Learning (TGT) methodology, and the creation of relevant materials.

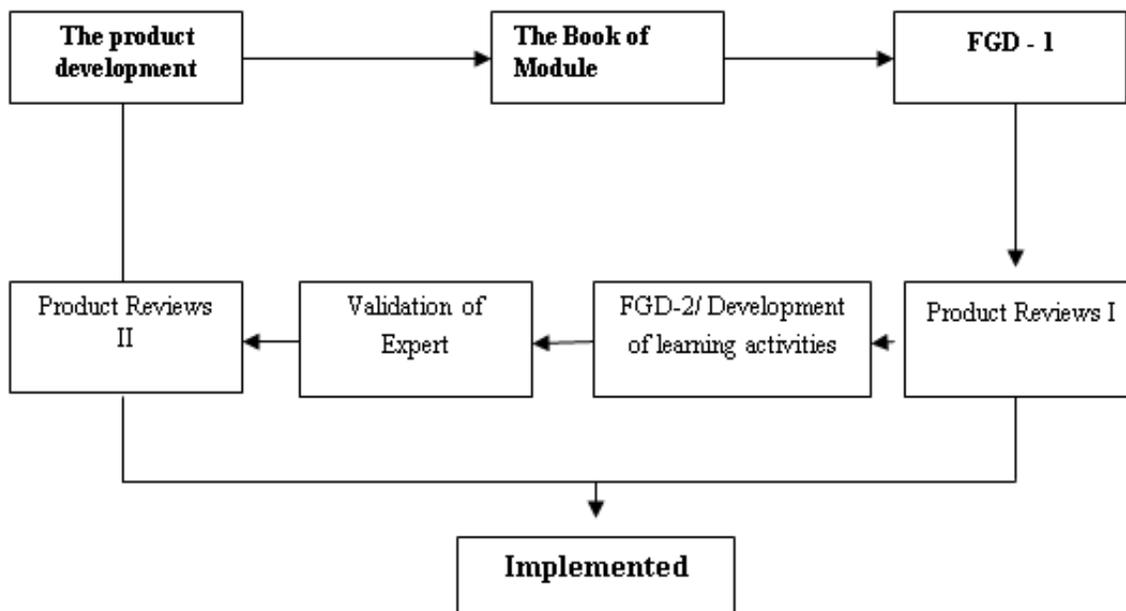


Figure 2. Process of development of TGT-based sport education model to improve the character of students

According to the depicted figure, constructing a TGT-based physical education framework to enhance students' character necessitates the utilization of FGD 1 – 2 and subsequent product revision. The preliminary phase of development encompassed a series of activities, which involved: (1) organizing a focus group discussion (FGD-1) to deliberate upon the substantive content of the product, specifically the physical education model book that has been devised. (2) Enhance the existing product model, Product I, by incorporating the feedback and

suggestions from the first Focus Group Discussion (FGD-1). The second focus group discussion (FGD-2) will be conducted to facilitate the development of learning activities based on each model that has been developed. These instruments assessed various aspects, including language proficiency, content feasibility, and design suitability. (5) Undertake a thorough revision of Product II to identify areas that require improvement, (6) carry out product trials to assess its efficacy, and (7) implement the refined product on a large scale

Group	Pre-Test	Pos-Test	Gai Score
Experiment	\bar{X} : 69	\bar{X} : 85	10,13
	St.Dev : 8,79	St.Dev : 9,26	
	Var : 77	Var : 86	
Control	\bar{X} : 62	\bar{X} : 67	3,01
	St.Dev : 8,25	St.Dev : 7,06	
	Var : 68	Var : 50	

Figure 4. Comparison of pre- and post-test results

Based on the previous comparison table, it can be inferred that the experimental class exhibits a gain score of 10.13, whereas the control class demonstrates a gain score of 3.01. This finding indicates the presence of notable distinctions between the experimental and control groups. To establish the validity of this claim, the researchers conducted a comparative analysis of the respective values in the experimental and control classes, both before and after the test implementation. Based on the assessments above, it is evident that both the experimental and control groups exhibited notable disparities in their average pre-test and post-test scores. However, it is noteworthy that the experimental group demonstrated a substantially higher gain score (10.133) than the control group (3.011). To assess the efficacy of

the physical education instructional approach centered on the Team Play Tournament in enhancing the character development of high school students, the researchers employed a one-sample t-test to examine the mean difference. The operational hypothesis is proposed as follows:

H_1 : The average learning outcome value uses a TPT-based physical education learning model to improve the character of students greater than the value of 80.

H_0 : The average learning outcome value using the TPT-based physical education learning model to improve the character of students is equal to a value of 80.

The results of testing using the SPSS program can be seen in the following table.

One-Sample Statistics						
	N	Mean	Std. Deviation	Std. Error Mean		
Posttes_Group_ekperiment	18	84,94	9,258	2,182		

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Posttes_group_ekperiment	38,929	17	,000	84,944	80,34	89,55

Figure 5. Test difference one average of post-test group values

The calculated mean value was determined to be 84.94, accompanied by a standard deviation of 9.26, which surpasses the assumed mean value of 80. The computed value is 38.93, whereas the t-table value for the degrees of freedom $(n-1) = 17$ at a significance level of 0.05 is 1.734. Therefore, it can be inferred that the calculated value of $>$ obtained from the table ($38.93 > 1.734$) supports the alternative hypothesis (H_1) which states that the outcomes of physical education instruction using the physical education learning model

exceed the threshold value of 80, thus validating its acceptance. According to Ridwan's (2005) interpretation table, the average achievement value obtained through the physical education learning model is 84.94, which is rounded to 85 within the range of 81-100. This interpretation is considered highly effective. The obtained scores of the character assessments for the experimental class, consisting of 18 students, were derived from observations and questionnaires.

	N	Min	Max	Mean	Std. Deviation	Variance
Ekperimen_Group	18	76	91	83,94	4,399	19,350
Valid N (listwise)	18					

Figure 6. Description of student character values

The table provided displays the mean value of 83.94 in the experimental class, accompanied by a standard deviation of 4.399 and a variance of 19.350. To assess the efficacy of the physical education instructional approach, it is possible to formulate a hypothesis, which is as follows:

H_1 : The average result value of student character using the Team Paly Tournament-based physical education learning model to improve student character is greater than 80.

H_0 : The average result value of student character using the Team Paly Tournament-based physical education learning model to improve student character is equal to a value of 80.

The testing results using the SPSS program can be presented and obtained out put data as follows.

One-Sample Statistics						
	Mean	Std. Deviation		Std. Error Mean		
Ekperimen Group	83,94	4,399	1,037			

One-Sample Test						
Test Value = 0						
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Ekperimen Group	80,964	17	,000	83,944	81,76	86,13

Figure 7. Test difference one average student character value of the experimental group

Based on the previous interpretation and hypothesis testing, it can be deduced that the character value of students who utilise the Team Play Tournament-based physical education learning model within the range of 81-100 can be deemed highly effective. The evaluation of the product stage holds significant importance in the comprehensive implementation of the model. During the course of model development, a normative evaluation has been conducted on the data acquired from experimental trials and product dissemination trials. Throughout this assessment, there have been ongoing enhancements made to the product. After the product refinement process is completed, a systematic evaluation is subsequently conducted. Evaluation activities have the capacity to address the following inquiries: What is the impact of utilising a physical education learning model based on Team Play Tournament on students' attitude towards physical education learning activities and character development? How does student participation in this physical education learning model contribute to enhancing students' competence (intellectual abilities and positive character traits) in the learning context? The

evaluation yielded data indicating that the comprehensive implementation of the learning model is ideally recommended.

The evaluation of the product stage holds significant importance in the implementation of the learning model. This evaluation enables the monitoring and assessment of the efficacy and efficiency of developed products. Evaluations play a crucial role in discerning the strengths and weaknesses of products, facilitating comprehension of their influence on students, and furnishing valuable feedback to foster subsequent enhancements. It is crucial to acquire a comprehensive and in-depth comprehension of the strengths and weaknesses of TPT-based learning models based on the evaluation results. The evaluation process can potentially result in essential improvements in the design and execution of learning models. Implementing this learning model yields outcomes through instructional materials such as model books and educational devices. The research output underwent testing and was distributed to SMA N 1 Sutera students from July to December 2023. The trial outcomes and subsequent dissemination exhibit numerous advantages and disadvantages.



Picture 3. Cover Buku Pembelajaran Teams Games Tournament (TGT)

The book titled "Teams Games Tournament Learning Book" presents a methodology that involves students in collaborative learning through group game tournaments. This approach aims to foster active participation, intrinsic motivation, and teamwork. In the Teams Games Tournament Learning Book, students are organized into small groups and engage in games or learning activities. Each group accumulates points based on their performance in the games. After the tournament, the group with the highest score is declared the winner. The primary objective of incorporating the Teams Games Tournament in this book is to promote student cooperation, enhance their involvement, develop social skills, and stimulate their interest in learning through an enjoyable and competitive environment. Implementing the Teams Games Tournament in an educational setting offers various advantages for students. Here are a few instances of how the Teams Games Tournament is employed in the learning process:

1. Collaboration and teamwork: Teams Games Tournament encourages students to work in small groups. They must communicate, share ideas, and work together to achieve common goals. This builds collaboration and teamwork skills that are essential in real life.
2. Active participation: Through group game tournaments, Teams Games Tournament can increase students' active participation in learning. Students engage directly in games and learning activities, which can increase their engagement and interest in the subject matter.
3. Intrinsic motivation: Competition in Teams Games Tournament can be a source of intrinsic motivation for students. They feel motivated to learn and actively participate because they want to achieve good results and become winners in tournaments. This intrinsic motivation can help increase

students' interest and enthusiasm in learning.

4. **Social skill building:** Teams Games Tournament allows students to interact with their group of friends. During play and collaboration, students can build social skills, such as the ability to communicate, work together, solve problems together, and appreciate differences of opinion.
5. **Fun learning:** The Teams Games Tournament approach offers students a fun and engaging learning experience. Engaging students in games and tournaments makes learning more interactive and fun, increasing their attractiveness to learning and reinforcing information retention.

The implementation of Teams Games Tournament can be customized to suit various subjects and educational levels. Educators can create games and activities that align with the specific content, making the learning process more engaging and relevant for students. The central concept is to incorporate TGT methods and principles into the subject matter, resulting in a more interactive, collaborative, and significant learning experience for students.

CONCLUSION

The findings of this study suggest that implementing a Team Play Tournament-focused learning model in physical education can effectively enhance the work ethic of academically struggling high school students. The development of this learning model involved a thorough process, including analysis, design, development, implementation, and evaluation, resulting in educational materials that demonstrate validity, reliability, practicality, and effectiveness. The data analysis revealed that students exposed to this instructional

approach achieved a mean learning outcome score of 84.94, surpassing the expected average score. Hypothesis testing confirmed a statistically significant difference in physical education learning outcomes when employing the Team Play Tournament learning model, with an anticipated average score of 80. Consequently, the alternative hypothesis supporting the learning outcomes of physical education through this model surpassing a score of 80 can be accepted. These results demonstrate that using the Team Play Tournament-based learning model leads to notable improvements in physical education learning outcomes, as evidenced by the average score of 85. The learning model's effectiveness can positively impact students' work ethic, contributing to their overall academic performance. Given the promising outcomes of this study, the Team Play Tournament-based learning model holds the potential to be implemented in various high schools to enhance both learning outcomes and students' work ethic in the field of physical education. Its adaptability and effectiveness make it a valuable instructional approach to support academically struggling students and improve their engagement and performance in physical education classes. As educators seek innovative and impactful teaching methods, this learning model presents a viable option to foster a conducive and engaging learning environment, ultimately benefiting students' holistic growth and development. Further research and implementation in diverse educational settings may help reinforce the model's effectiveness and applicability on a broader scale.

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