



Enhancing Learning Outcomes Rhythmic Gymnastics Learning Model Through Teams Games Tournaments

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Article Info

Article History :

Received : April 2023

Revised : December 2023

Accepted : December 2023

Keywords:

Learning Model, Rhythmic Gymnastics, Teams Games Tournaments

Abstract

Physical education, sports, and health are a part of general education that focuses on physical activities as a means of learning. Physical education subjects include games, sports, gymnastics, rhythmic, water activities, and out-of-school education. The purpose to be achieved in this study is to improve the spirit and skills of learners in learning Rhythmic Gymnastics. The method used is Class Action Research or often referred to as action research, where this research will be carried out through several cycles in the hope that there will be an increase in the results to be achieved. The analysis technique used is the percentage to analyze and assessment of the subject of the developer in assessing the level of feasibility, quality and acceptability of the product to the product development. The results showed that the Teams Games Tournaments model can improve students learning outcomes effectively and efficiently, increase students motivation and participation in learning, and improve students social skills. Conclusion Teams Games Tournaments model in learning rhythmic gymnastics, thereby improving learning outcomes and student motivation and teacher skills in managing learning.



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INTRODUCTION

Physical education, sports, and health (Physical education) are a part of general education that focuses on physical activities as a means of learning (Aliriad et al., 2023; Amirzan, 2017). Physical education subjects include games, sports, gymnastics, rhythmic, water activities, and out-of-school education. Games and sports include various types, such as traditional sports, games, skills, athletics, and martial arts (Aldi, 2021; Mustafa, 2020). Physical education teachers teach fundamental movement skills, sports techniques, and strategies, the value of sportsmanship, cooperation, and healthy living habits. Physical education learning is not limited to classroom teaching, but involves physical, mental, intellectual, emotional, and social elements (Helou et al., 2022; Mailey et al., 2022; Nugraha, 2016). In addition, the activities provided must be adapted to effective teaching methods to achieve learning objectives. Physical education has important pedagogical goals in education and is an essential part of education as a whole because physical movement is the basis for understanding the world and oneself that is constantly evolving with the Times (O'Connor et al., 2022). Previous research (Ulfah et al., 2021) has shown that rhythmic gymnastics can effectively improve gross motor skills in early childhood. By combining music and movement, rhythmic gymnastics can motivate children to move and improve their gross motor skills in a fun and less tedious way. In this study, it was found that using the Teams Games Tournaments (TGT) model in learning rhythmic gymnastics can provide several benefits for students and teachers. First, the TGT model can improve student learning outcomes effectively and efficiently, as seen from the increase in scores or scores of student

learning outcomes after following learning using the TGT model. Second, the TGT model can also increase student motivation and participation in education because it allows students to interact and work together in groups to achieve the same learning goals. Third, the TGT model can improve students' social skills, such as communicating, working in teams, and solving problems together. Finally, the use of TGT models can also enhance teachers' skills in organizing learning and managing groups (Artha & Priambodo, 2020; Triutami, 2022).

Issues in the field found that students are less active when following sports subjects, especially rhythmic gymnastics, because students are less happy with rhythmic gymnastics. In the assessment results, many students are still under the minimum completeness criteria (KKM), which is 70. In fact, in schools, the methods used by teachers to teach rhythmic gymnastics learning materials face several obstacles. First, children have difficulty performing rhythmic movements and become inactive and inefficient. Second, most schools use SKJ Gymnastics media, which is difficult for children to follow because the activities are too fast and complex, so children find it challenging to follow them. Third, male students feel embarrassed to participate in rhythmic gymnastics (Jamilah & Nugraheni, 2017; Kokštejn et al., 2017) because they think the movement is more suitable for female students and vice versa, female students also feel sorry to move because male students see it.

The delivery of learning materials with this approach makes children get out of the exercise atmosphere because it focuses on movement difficulties (Elkjær et al., 2022; Satria et al., 2020). Learning rhythmic gymnastics should refer to the educational objectives to develop self-management skills and maintenance of physical fitness and selected

sports (Agustin et al., 2021; Nuridayu et al., 2020). Appropriate exercises, strategies, and teaching models are needed to improve learners' skills in rhythmic gymnastics, especially in leg swing movements, hand swings, coordination of leg and hand movements with tools, and adjustment of activities with rhythm. The problems in the field highlight how the learning Model of Teams Games Tournaments in the fourth grade of Sekolah Dasar Negeri 15 Prabumulih can improve the spirit and skills of students in learning Rhythmic Gymnastics. Furthermore, how big is the increase in learning outcomes of Rhythmic Gymnastics using the Teams Games Tournaments model? The purpose to be achieved in this study is to improve the spirit and skills of learners in learning Rhythmic Gymnastics. The Sub-problems that researchers are looking for answers to are: 1) How does the learning Model of Teams Games Tournaments in the fourth grade of SDN 15 Prabumulih improve the enthusiasm and skills of students in learning Rhythmic Gymnastics? 2) How big is the increase in learning outcomes of Rhythmic Gymnastics using the Teams Games Tournaments model?

METHODS

The method used is Class Action Research (PTK) or often referred to as action research, where this research will be carried out through several cycles in the hope that there will be an increase in the results to be achieved (Efendi, 2019). There are some experts who propose a class action research model with different charts. Still, in general, four stages are commonly used, namely : (a) learning planning, (b) Action Implementation, (c) observation, and (d) reflection.

Participants

The sample for the study is Class IV A total of 30 students. This sampling system uses Cluster Sampling, namely crowds, groups, clumps, or similar bonds (have identical properties or conditions). The research was conducted at SD Negeri 15 Prabumulih, at Jalan Maraton No.09 Prabujaya Village, East Prabumulih District, Prabumulih City. The research time will be conducted from 02 January 2023 until completion.

Table 1. Sample Table

No	Class	Male	Female	Total
1	IV A	20	10	30

Materials and Apparatus

The test conducted is a test of skills to perform rhythmic gymnastics movements in a group manner, and each individual is given a sequence number. The test was conducted to collect data on students' learning outcomes to measure learning success.

Design or Data Analysis

The analysis technique used is the percentage to analyze and assessment of the subject of the developer in assessing the level of feasibility, quality, and acceptability of the product to the product development. From the results, obtained percentages are then classified to obtain conclusions data.

RESULT

This research was carried out as many as two cycles which consist of two meetings, namely theory, and practice (Adi et al., 2018; Satria et al., 2020; Yunitaningrum, 2016). Quantitative Data in the form of student learning outcomes

was obtained in each evaluation at the end of the cycle. The first cycle was held on January 17, 2023, and the second cycle on February 1, 2023; the following will be presented the results of research consisting of observation of student skills and activities, as well as the results of learning Rhythmic Gymnastics by applying the TGT (Team Games Tournament) learning model.

Table 2. Description Of Pre Cycle Rhythmic Gymnastics Test Scores, Cycle 1, Cycle 2

	N	Min	Max	Dean	Std. Dev
Pre-C	30	60.00	85.00	69.933	6.7667
Cycle 1	30	61.00	85.00	72.033	6.5151
Cycle 2	30	69.00	85.00	78.666	4.3496

Table 2 shows statistical description data for rhythmic gymnastics test scores in three cycles: pre- cycle, cycle 1, and Cycle 2. Each process has 30 data or observations. The variables measured in this table are the values of the rhythmic gymnastics test. The statistical description includes minimum, maximum, mean or average values, and standard deviation. Based on the table, the minimum value in the pre-cycle is 60.00, Cycle 1 is 61.00, and Cycle 2 is 69.00. The maximum value in pre-cycle and Cycle 1 equals 85.00, while in Cycle 2 is 88.00. The average value in the pre-cycle is 69.9333; in Cycle 1 is 72.0333; and in Cycle 2 is 78.6667. The standard deviation in the pre-cycle is 6.76672. In Cycle 1 is 6.51515, and in Cycle 2 is 4.34966. The table shows that the average value of the rhythmic gymnastics test increases with each cycle measured, from pre-cycle to Cycle 2. In addition, the standard deviation in each process also decreases, which indicates that the variation of data in each cycle is getting smaller. The maximum value in Cycle 2 is higher than in the previous cycles,

while the minimum value tends to be stable. Overall, the rhythmic gymnastics test measured on three cycles showed improvement in average values. However, it needs to be further analyzed to ascertain what factors may affect performance or improve the quality of those seen.

Initial Data on student learning outcomes obtained on the Daily test scores of fourth-grade students. An SD Negeri 15 Prabumulih before held cycle (prusiks) on Rhythmic Gymnastics material is an average grade of 69.9. The Data showed that 18 students below the KKM score out of 30 in the fourth grade. An SDN 15 Prabumulih, or about 51%, has yet to be completed in Physical Education subjects, especially Rhythmic Gymnastics material with a class 70 KKM value. Cycle 1 Data obtained as many as 18 students achieve the KKM value and as many as 12 students below the value of KKM. It can be concluded that the average class of students who complete as much as 60% with the criteria for research success of 70%. This means that this research will proceed to the next cycle, cycle II. Cycle II Data obtained as many as 29 students completed the KKM value and as many as one students below the value of KKM. It can be concluded that the average class of students who completed as much as 99% with the criteria for research success of 70%. This means that this study has been successful. Description of the data of pre-cycle test results, Cycle 1, Cycle 2 cycles can be seen in Table 5 below :

Table 3. . Pre Cycle, Cycle 1, Cycle 2 Test Results

No	Pre C	C1	C2	n	A	C
1	72	76	79	227	75.66667	High
2	80	83	85	248	82.66667	High
3	85	68	78	231	77	High
4	65	66	74	205	68.33333	High

5	62	61.5	69	192.5	64.16667	Medium
6	60	70	78	208	69.33333	High
7	66	85.5	88.5	240	80	High
8	60	77	80	217	72.33333	High
9	75	63.5	72	210.5	70.16667	High
10	68	71	73.5	212.5	70.83333	High
11	65	65.5	75.5	206	68.66667	High
12	65	68.5	82	215.5	71.83333	High
13	66	73	75	214	71.33333	High
14	70	83	80	233	77.66667	High
15	65	70	74	209	69.66667	High
16	66	67	76	209	69.66667	High
17	65	66.5	76	141	70.5	High
17	75	68	74	217	72.33333	High
19	76	77	81	234	78	High
20	66	78.5	82.5	227	75.66667	High
21	75	81	85	241	80.33333	High
22	80	68	78	226	75.33333	High
23	65	66	80	211	70.33333	High
24	82	71	83	236	78.66667	High
25	68	83	80	231	77	High
26	80	76	83.5	239.5	79.83333	High
27	75	70	84	229	76.33333	High
28	68	66.5	78	212.5	70.83333	High
29	65	72	78.5	215.5	71.83333	High
30	68	73	80	221	73.66667	High

The table is the data of rhythmic gymnastics test scores in three cycles performed by 30 participants. Each process has 30 test scores in the pre-Cycle, Cycle 1, and Cycle 2 columns. Based on the existing average values, it can be concluded that the participants performed well in the rhythmic gymnastics test. This is seen from the average test score, which is consistently above 60, and the category given to each participant is good.

The results showed that the TGT model could improve students' learning outcomes effectively and efficiently, increase students' motivation and participation in learning, and improve students' social skills (Dinning, 2017; Logan et al., 2018; Mailey et al., 2022). In addition, the use of TGT models can

also enhance teachers' skills in organizing learning and managing groups (Luo et al., 2020; Sembiring et al., 2020; Triutami, 2022). In education, it is essential to consider using effective and efficient learning methods to improve student learning outcomes. TGT Model is one of the learning methods that can facilitate effective and efficient learning, especially in learning rhythmic gymnastics (Sahabuddin et al., 2020). In addition to improving student learning outcomes, using TGT models can increase student motivation and participation in education, increasing student learning interest in physical education subjects (Emda, 2018; Nelly, 2021). In addition to the benefits for students, using TGT models can also improve teachers' skills in organizing learning and managing groups.

DISCUSSION

This is important because these skills are essential in achieving the expected learning goals (Franklin et al., 2022; Lacey et al., 2022). Therefore, using the TGT model can be an effective and efficient alternative learning method for teachers teaching rhythmic gymnastics in schools. This study found that using the Teams Games Tournaments (TGT) model in learning rhythmic gymnastics can overcome the problems students face, especially students who tend to be less active and less enthusiastic about learning (Arifin, 2018; Sahabuddin et al., 2020; Yunitaningrum, 2016). The TGT Model provides a more fun and interactive learning atmosphere, motivating students to learn. In addition, the TGT model also offers an opportunity for students to help and support each other in overcoming learning difficulties. The results of this study can be a recommendation for

Physical Education teachers in SD Negeri 15 Prabumulih or even throughout Indonesia to use the TGT model in learning rhythmic gymnastics to improve learning outcomes and student motivation, and teaching skills in managing to learn. In addition, this study can also be a reference for future research that wants to explore the use of TGT models in learning in other fields. However, this study also has some limitations, such as the number of samples being limited to one class and limited time and resources (Sembiring et al., 2020; Zander et al., 2014). Therefore, it is necessary to conduct more extensive research involving more courses and schools to strengthen the results of this study.

CONCLUSION

Using the TGT model in learning rhythmic gymnastics can provide several benefits for students and teachers, such as improving student learning outcomes, student motivation and participation, and student social skills. In addition, the use of TGT models can also enhance teachers' skills in organizing learning and managing groups. Therefore, using the TGT model can be one of the effective and efficient alternative learning methods for learning rhythmic gymnastics at school.

ACKNOWLEDGEMENT

Gratitude is conveyed to Universitas Bina Darma, which has internally provided research grants to the community. Thank you to the correspondents in this study who have helped complete the article

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