



The Effect of TGT and TGfU Learning Models on Improving Short Distance Running Psychomotor Learning Outcomes

Ramdani Maulana Pramuji*¹, Pandu Kresnapati ², Galih Dwi Pradipta³

^{1,2,3}Study Program of Physical Education, Health and Recreation, Faculty of Social Sciences and Sports Education, PGRI University Semarang, Central Java, Indonesia

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Abstract

This study aims to determine the effect of the Teams Games Tournament (TGT) and Teaching Games for Understanding (TGfU) learning models on improving short-distance running psychomotor learning outcomes in class VIII students of SMP Negeri 7 Semarang. The study used a quantitative approach with an experimental method through a Two Group Pretest–Posttest Design. The research sample consisted of 63 students divided into two groups, namely class VIII A who were given the TGT learning model treatment and class VIII B who were given the TGfU learning model treatment. The research instrument was a short-distance running skills test that assessed aspects of the initial attitude (start), implementation, and final attitude (finish). Data analysis was carried out using normality tests, homogeneity tests, and t-tests. The results of the study showed that both learning models had a significant effect on improving psychomotor learning outcomes in short-distance running. The TGT learning model experienced an average increase of 22.3%, while the TGfU learning model experienced an increase of 21.7%. The t-test results showed a significance value of $p < 0.05$, which indicated that there were differences in learning outcomes before and after treatment in each learning model. Based on the percentage increase and the results of statistical tests, the TGT learning model was declared more effective than TGfU in improving psychomotor learning outcomes in short-distance running. Thus, both learning models can be used as alternatives for PJOK learning, with the TGT model being more recommended for improving students' psychomotor skills in short-distance running material.



*Corresponding email :
ramdanimaaulana425@gmail.com

INTRODUCTION

According to (Dihe & Wangdra, 2023), education is a fundamental element that plays a crucial role in a nation's progress. Education creates high-quality, competitive human resources. Meanwhile, (Sasongko, 2021) defines education as an act that changes and influences human life, for both teachers and students. Therefore, education is intended to develop or advance human thought patterns, leading to more critical and high-quality thinking.

Physical education is a process that educates individuals as individuals or as members of society, carried out deliberately and in an organized manner through various physical activities. Its goal is to achieve physical growth, health, and fitness, improve abilities and skills, develop intelligence, and advance character and personality to shape quality Indonesian individuals (Wicaksono et al., 2020). Physical education and sports are a sustainable investment in improving the quality of healthy and fit individuals. This subject focuses on three aspects of learning: affective, cognitive, and psychomotor, which can be implemented through theory and practical activities. Schools offer this subject to foster an interest in sports in children from an early age (Yetni, 2021).

According to (Festiawan, 2020), learning is any conscious action taken by a teacher that can engage students in the learning process. Based on the National Education System Law number 20 of

2003, the learning process is an interaction between students, educators, and learning resources in an educational environment (Putri et al., 2025) . According to Munandar (Haizatul Faizah, 2024), who stated that the learning process is designed to enhance children's creativity as a whole, encourage students to participate actively, achieve learning objectives effectively, and take place in a pleasant atmosphere.

According to (Benny Widya Priadana, 2023) stated that so far, the method used by teachers in the teaching and learning process is the traditional method. With this approach, students usually feel bored and complain because they often face various difficulties, which can waste time in physical education lessons. Therefore, it is necessary to find a solution by utilizing learning methods that can support the learning process and make students more motivated in participating in learning activities, such as comparative learning methods such as Jigsaw, Think Pair Share (TPS), Numbered Head Together (NHT), Teams Games Tournament (TGT), Teaching Games for Understanding (TGfU), and others.

According to (Amni et al., 2021), the TGT cooperative learning model aims to encourage students to support and help each other in understanding the skills taught by the teacher, with the ultimate goal of achieving good grades for each team member. Meanwhile, according to (Fauziyah & Anugraheni, 2020), the Teams Games Tournament (TGT) learning model has a flexible nature, so

that when implemented, participants will gain various mastery simultaneously, such as knowledge, skills, strategies and tactics, game rules, and an understanding of the game context.

In addition to the TGT learning model, there is also the Teaching Games for Understanding (TGFU) learning model, an approach that uses real games, which has the potential to improve student learning achievement. As stated by (Festiawan, 2020), the Teaching Games for Understanding (TGfU) learning approach is a method that aims to improve students' understanding of game concepts by using techniques appropriate to the problem or context in the game. Furthermore, (Fikri et al., 2022) explain that the goal of teaching using the Teaching Games for Understanding (TGfU) approach is: "Improving student performance in playing, through a combination of tactical awareness and the use of basic skills in real games."

Thus, there was variation in the outcomes of the two learning models. This difference occurred because the type of treatment applied during the learning process was not the same for both classes. The TGFU learning model implemented games that emphasized conceptual understanding and playing skills, while the TGT class was held with team games and inter-team competition. As a result, there was a difference in the improvement of cooperation values between the two (Munarasana, W., et al, 2024).

Activities and teaching aids are closely related to a child's growth pattern,

and these activities can even indirectly improve children's thinking skills (Pratiwi I, 2023). According to (Susanto et al., 2021) states that through play activities a cause and effect relationship will emerge, and comparing the meaning of play from various languages around the world finds elements of play, namely movement, freedom, fun, and seriousness. In line with the above opinion according to (Cendana & Suryana, 2022) that play is an activity chosen by children because it is fun and not because there is a reward or praise. In addition, play is also an important means to achieve child development, as a place for them to test themselves, not only in the world of imagination but also in reality.

According to (Ulfah, 2022), the word athletics comes from the Greek word "Athlon," meaning competition or race. In English, the term "athletics" refers to competitions held outdoors on a track. According to the Big Indonesian Dictionary (KBBI), athletics is a sport that requires strength, agility, and speed. This sport includes various events such as running, walking, jumping, and throwing. Meanwhile, (Akhir & Wulandari, 2022) say that it corresponds to what we do in our daily lives, such as walking, running, jumping, and throwing. Athletics is a form of physical activity or exercise.

Based on observations during learning in March 2025 at SMP N 7 Semarang with Mrs. Ma'muroh Jenab, S.Pd., M.Pd. as a physical education teacher there, she observed the condition of students when carrying out PJOK learning. Learning begins with student

conditioning and prayer, then attendance is followed by apperception, then reviewing the previous material that has been given and providing trigger questions regarding the material to be taught. As a result, researchers saw that in terms of learning, it still focuses on results rather than the process or stages carried out by students, then students lack focus and enthusiasm in learning, especially in athletic material, even though students are in healthy condition and even though the equipment is complete, there is still an inadequate place in PJOK learning. Likewise, what was conveyed by the teacher regarding the lack of enthusiasm from students in PJOK learning on athletic activity material while students prefer game-based sports, there are several students who propose game-based learning. Current learning still focuses on assessing results, without assessing the accuracy of the movement process or stages practiced by students, especially during the initial, implementation, and final stages. Therefore, modified Team Games Tournament and Teaching Games for Understanding-based learning for students will increase student enthusiasm and reduce boredom when learning about sports with basic athletic movement materials.

With the above study, the researcher was interested and decided to take a title "The influence of learning models based on Teams Games Tournament and Teaching Games for Understanding to improve the psychomotor learning outcomes of short-distance running students at SMP Negeri 7 Semarang".

METHODS

This type of research is quantitative research using an experimental method with a design used in using the Two Group Pre Test & Post Test Design or research activities that provide an initial pretest before being given treatment, after being given treatment, then a final posttest is given.

Participants

According to (Suriani et al., 2023), a population refers to a generalized area consisting of individuals or objects with certain characteristics determined by the researcher to be analyzed and then conclusions drawn. He population of this study was eighth-grade students at SMP Negeri 7 Semarang, consisting of eighth-grade A and B, with a total sample of 63 students, including 29 boys and 34 girls.

Sampling Procedures

According to (Purwanza et al., 2022), a sample is a segment of a population. The researcher determines the sample by considering several aspects, namely the problem faced in the research, the objectives to be achieved, the formulated hypothesis, the method used, and the tools used in the research. This study used random sampling, which is the random selection of sample members from the population without considering the strata in the population. Therefore, the sample in this study used classes VIII A and VIII B as a sample of 63.

Materials and Apparatus

The instrument used uses an assessment rubric. Basically, a rubric is a list containing a series of criteria in the form of performance formats, aspects, and concepts to be assessed along with the quality level from best to worst (Juliana et al., 2023). Meanwhile, the validity test is a test that functions to see whether a measuring instrument is valid (valid) or invalid (Janna, 2021). The significance level used is 0.05. The test criteria are: H_0 is accepted if $r_{count} > r_{table}$, (the measuring instrument used is valid or valid) H_0 is rejected if $r_{statistic} \leq r_{table}$. (the measuring instrument used is invalid or valid). How to determine the value of R_{table} $R_{table} = df (N-2)$, the significance level of a two-way test. For example, $R_{table} = df (13-2, 0.05)$. According to (Amalia et al., 2022) The most commonly used reliability test is the Cronbach's Alpha coefficient. A good reliability test is recommended to have a Cronbach's alpha value of more than or equal to 0.6. The reliability of the instrument can be seen from the Cronbach's alpha value, for a value < 0.5 it has low reliability, 0.5-0.7 has moderate reliability, 0.7-0.9 has high reliability, and > 0.9 has very good reliability. According to (Pujiharti & Isnaini, 2025), a data collection instrument is a tool selected and utilized by researchers in the data collection process to ensure that the activity runs smoothly and is easier to carry out. The instrument used is a research rubric, which is a test designed based on psychomotor aspects. This aspect is considered comprehensively, and the test will be administered before and after the treatment to obtain data that supports the analysis. The results of both

testing stages will then be used to draw comprehensive conclusions. It has a value weight of 1-4 for the short-distance running skills test in the TGT and TGfU learning models.

Procedures

According to (Marisyah, 2022), data collection methods can be carried out through various means, such as observation, interviews, questionnaires, or document studies. In this study, the data collection method used was testing and measurement. Some of the activities applied to students were learning using the team games tournament model, namely relay races, while the teaching games for understanding learning model consisted of sprint race training. This study lasted four meetings, including an initial test, treatment, and a final test. The tests applied in this study were short-distance running skills, focusing on assessing the initial standing position, foot movement, and flying steps.

Design or Data Analysis

According to (Asep R. Djajanegara, 2021) that Data Analysis Technique is a planned step that aims to select, group, compare, combine, and understand data in order to create a comprehensive picture of the phenomenon that is the focus of the research. The data analysis technique used is quantitative data analysis, namely testing and analyzing data by calculating numbers and then drawing conclusions from descriptive tests namely Statistical Tests, Normality Tests, Homogeneity Tests, and T-Tests.

RESULT

The results of this study with data collection conducted with class VIII A totaling 32 students and class VIII B totaling 31 students, so the total sample used in this study was 63 students conducted at SMP Negeri 7 Semarang. The study conducted observations with the Teams Games Tournament (TGT) and Teaching Games for Understanding (TGfU) learning models on psychomotor learning outcomes of short-distance running in basic athletics learning. The following are the results of the pretest and posttest of the Teams Games Tournament (TGT) and Teaching Games for Understanding (TGfU) learning models:

a. Results of the Teams Games Tournament (TGT) Learning Model

In this study, the Teams Games Tournament learning model for students at SMP Negeri 7 Semarang was measured using a sprint running skills test focused on the initial stance (start), execution, and final stance (finish) for 32 students. The following is a description of the data results of the Teams Games Tournament learning model for short-distance running for students at SMP Negeri 7 Semarang.

Table 1. Statistical Results of Pretest and Posttest Data of the TGT Learning Model

Statistics	
Pretest	Posttest

N	Valid	32	32
	Missing	0	0
Mean		64,81	79,28
Median		66,00	83,00
Mode		66	83
Std.Deviation		10,431	9,166
Minimum		50	66
Maximum		83	91
Sum		2074	2537

The data in the Table 1, shows the results of the short-distance running test using the Teams Games Tournament learning model. The results of the study are described as follows:

The pretest results for short-distance running skills using the Teams Games Tournament learning model were described using descriptive statistical analysis as follows: for the pretest results, the minimum score was 50, the maximum score was 83, the average score was 64.81, the median score was 66, with a standard deviation of 10.431. The posttest results for short-distance running skills using the Teams Games Tournament learning model were described using descriptive statistical analysis as follows: for the posttest results, the minimum score was 66, the maximum score was 91, the average score was 79.28, and the median score was 83, with a standard deviation of 9.166.

If the data from the pretest and posttest results of the Teams Games Tournament (TGT) learning model is displayed in the form of a bar chart and pie chart:

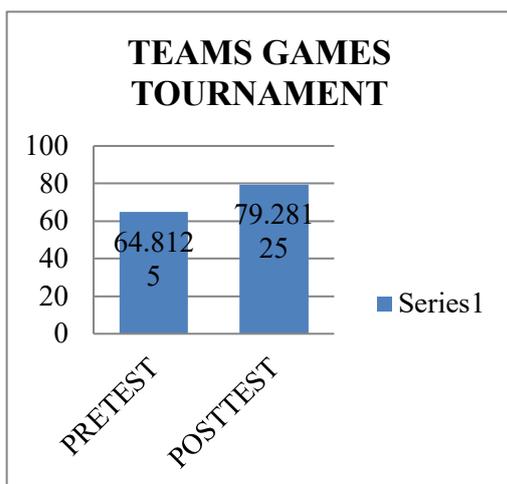


Figure 1. Bar chart of the pretest and posttest results of the TGT learning model

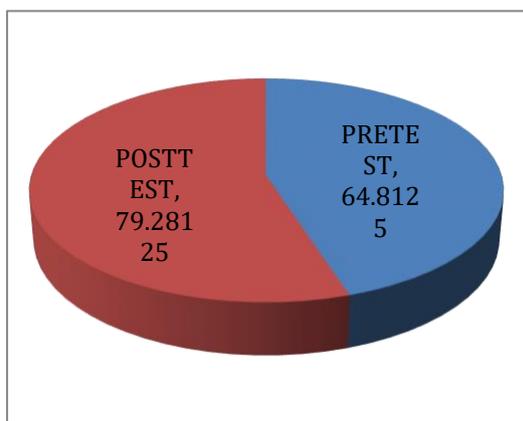


Figure 2. Pie chart of the pretest and posttest results of the TGT learning model

b. Results of the Teaching Games for Understanding (TGfU) Learning Model

In this study, the Teaching Games for Understanding learning model for students at SMP Negeri 7 Semarang was measured using a sprint skills test, focusing on the starting position, execution, and finishing position for 31 students. The following is a description of the data from the Teaching Games for Understanding learning model for short-

distance running among students at State Junior High School 7 Semarang:

Table 2. Statistical Results of Pretest and Posttest Data of the TGfU Learning Model

		Statistics	
		Pretest	Posttest
N	Valid	31	31
	Missing	1	1
Mean		65,29	79,48
Median		66,00	83,00
Mode		66	75
Std.Deviation		11,725	9,219
Minimum		41	58
Maximum		83	91
Sum		2024	2464

Table 2, shows the results of the short-distance running test using the Teaching Games for Understanding learning model. The results of this study are described as follows:

The pretest results for short-distance running skills using the Teaching Games for Understanding learning model were described using descriptive statistical analysis as follows: The pretest results had a minimum score of 41, a maximum score of 83, a mean score of 65.29, and a median score of 66, with a standard deviation of 11.729. The posttest results for short-distance running skills using the Teaching Games for Understanding learning model were described using descriptive statistical analysis as follows: The posttest results had a minimum score of 58, a maximum score of 91, a mean score of 79.48, and a median score of 83, with a standard deviation of 9.219.

If the data from the pretest and posttest results of the Teaching Games for Understanding (TGfU) learning

model is displayed in the form of a bar chart and pie chart:

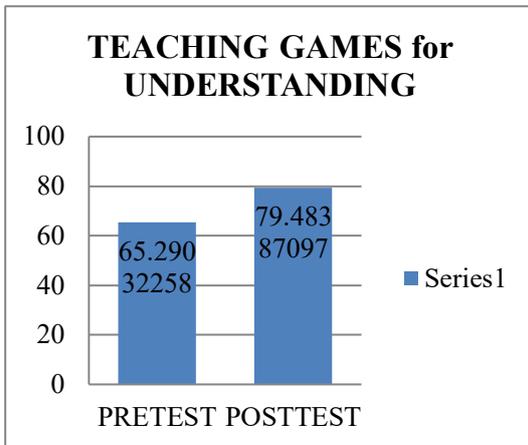


Figure 3. Bar chart of the results of the Pretest and Posttest of the TGfU learning model

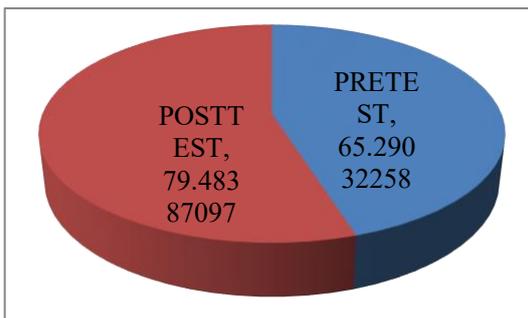


Figure 4. Pie chart of the results of the Pretest and Posttest of the TGfU learning model

The previous discussion revealed the results of each pretest and posttest. To determine the improvement in short-distance running skills using the Teams Games Tournament and Teaching Games for Understanding learning models, this study used a percentage increase formula.

$$\text{Percentage Improvement} = \frac{\text{Mean Different}}{\text{Mean Pretest}} \times 100\%$$

Mean Difference = mean posttest – mean pretest

Note:

Mean Difference = mean difference

Mean Pretest = mean pretest

Mean Posttest = mean posttest

The data above shows the results of a short-distance running skills test. The results showed the following improvements:

Table 3. Percentage of Improvement in TGT and TGfU Learning Models

Variabel	Pretest	Posttes	Presentase t Peningkata n
<i>Teams Games Tournament</i>	2074	2537	22,3%
<i>Teaching Games for Understanding</i>	2024	2464	21,7%

Based on table 3, it can be seen that both variables have increased percentages. The results of the increase between the two variables, TGT and TGfU, are described using the percentage increase formula as follows: the percentage increase for the TGT learning model is 22.3% and the percentage increase for the TGfU learning model is 21.7%. It can be concluded that the two variables above indicate that the TGT learning model is more effective than the TGfU learning model.

Data analysis is used to answer the proposed hypothesis. Before data

analysis is conducted, prerequisite analysis tests are required, namely normality and homogeneity tests. The results of the prerequisite and hypothesis tests are shown below:

a. Normality Test

The normality test is a form of testing for the normality of data distribution. The Kolmogorov-Smirnov test was used in this study. The results of the normality test for each analysis group were analyzed using SPSS 22 software at a significance level of 5% or 0.05. The results of the normality test are as follows:

Table 4. Results of TGT Normality Test
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statis tic	df	Sig.	Statis tic	df	Sig.
Pret est	,127	32	,200*	,950	32	,145
Post test	,129	32	,188	,925	32	,028

*. This is a lower bound of the true significance

a. Lilliefors Significance Correcation

Table 5. Results of TGfU Normality Test
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statis tic	df	Sig.	Statis tic	df	Sig.
Pret est	,123	31	,200*	,954	31	,207
Post test	,121	31	,200	,944	31	,109

*. This is a lower bound of the true significance

a. Lilliefors Significance Correcation

Table 6. Results of TGT and TGfU Normality Test

Variabel	Sig	Value	Informatio n
<i>T</i> <i>Pretest</i>	,200	0,05	Normal
<i>G</i> <i>Posttes</i>	,188	0,05	Normal
<i>T</i> <i>t</i>			
<i>T</i> <i>Pretest</i>	,200	0,05	Normal
<i>Gf</i> <i>Posttes</i>	,200	0,05	Normal
<i>U</i> <i>t</i>			

Based on Table 6, it can be seen that both variables have an Asymp. Sig. greater than 0.05. Therefore, both variable data are normally distributed. This means that the data collected is normal. Based on the statistical analysis of the normality test that has been carried out using the Kolmogorov-Smirnov Test in the table above, it shows that the learning outcome data with the TGT and TGfU learning models, pretest and posttest obtained from the results of the data normality test have a significant value of $p > 0.05$, which means the data is normally distributed.

b. Homogeneity Test

The homogeneity test is conducted to examine the similarity of several samples, namely whether they are homogeneous or not. The homogeneity test aims to test the equality of variance between the pretest and posttest. The homogeneity test in this study is the Levene's test.

Table 7. TGT Homogeneity Test Results

Test of Homogeneity of Variances

Teams Games Tournament

Levene Statistic	df1	df2	Sig.
2,111	4	27	,107

Table 8. TGfU Homogeneity Test Results

Test of Homogeneity of Variances

Teaching Games for Understanding

Levene Statistic	df1	df2	Sig.
4,321	4	25	,069

Table 9. Results of the Homogeneity Test for Short Distance Running TGT and TGfU

Variabel	.Sig	Value	Information
<i>TGT</i>	,107	0,05	Homogen
<i>TGfU</i>	,069	0,05	Homogen

Based on the statistical analysis of the homogeneity test conducted using Levene's in test Table 9, the calculation results obtained a significance value of ≥ 0.05 . This means the data set has uniform variation. Therefore, the population has the same variance or homogeneity.

c. Hypothesis Testing

Table 10. Results of the TGT Short Distance Running T-Test

Paired Samples Test			
<u>Paired Differences</u>			
95% Confid ence Interval of the Differe ces			
M	S	S	Lo U t d S
ea	t	t	we pp f i
n	d	d	er g

Pair1	-	4	,	-	-	-	3	,
pretest-	14	,	7	16	12	19,	2	0
posttest	,4	2	5	,0	,9	18	0	0
	69	6	4	07	31	9	0	0
		5						

In Table 10, the hypothesis of the influence of the Teams Games Tournament learning model on improving psychomotor learning outcomes in short distance running is presented. The first hypothesis reads "There is an influence of the Teams Games Tournament learning model to improve psychomotor learning outcomes of short distance running at SMP Negeri 7 Semarang". The conclusion of the study is stated as significant if the calculated t value > t table and the sig value is smaller than 0.05 (sig < 0.05). Based on the results of the analysis obtained in the table above, it can be seen that the calculated t value is -19.189 and the t table (df) is 31 with a significant value of 0.000 or it can be concluded that significant p is < 0.05, so Ho1 is rejected and ha1 is accepted thus stating that "There is an influence of the Teams Games Tournament learning model to improve psychomotor learning outcomes of short distance running at State Junior High School 7 Semarang.

Table 11. TGfU Short Distance Running T-Test Results

Paired Samples Test

		Paired Differences						Sig. f (2- taile d)
		95% Confid ence Interval of the Differ ences						
Pair	n	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	
1	94	6,478	1,163	,570	-1,163	1,163	-12,200	
pret					,570	,570	,200	
est-					,570	,570	,200	
post					,570	,570	,200	
test					,570	,570	,200	

Table 11, shows the hypothesis of the influence of the Teaching Games for Understanding learning model on improving psychomotor learning outcomes in short distance running. The first hypothesis reads "There is an influence of the Teaching Games for Understanding learning model to improve psychomotor learning outcomes of short distance running at SMP Negeri 7 Semarang". The conclusion of the study is stated as significant if the calculated t value > t table and the sig value is smaller than 0.05 (sig < 0.05). Based on the results of the analysis obtained data in the table above, it can be seen that the calculated t value is -12,200 and the t table (df) is 30 with a significant value of 0.000 or it can be concluded that significant p is < 0.05, then Ho1 is rejected and ha1 is accepted thus stating that "There is an influence of the Teaching Games for Understanding learning model to improve psychomotor learning outcomes of short distance

running at State Junior High School 7 Semarang.

DISCUSSION

The influence of TGT and TGfU learning models to improve psychomotor learning outcomes of short-distance running. In this study, the results were obtained where the treatment with TGT and TGfU learning models with the number of game types was 2, namely Ball Relay (Relay Race) with this type of game running the results of the study showed a significant impact on running skills this was shown during the skill test from the initial attitude movement (start), implementation, and ending (finish) with better results. Then Black-green (Sprint run) there was an influence on sprint running skills seen from the significant results of the initial attitude movement (start), implementation, and ending (finish) became better than the hand and foot movements. So it can be concluded that there is a significant influence on the Teams Games Tournament and Teaching Games for Understanding learning models to improve psychomotor learning outcomes of short-distance running at State Junior High School 7 Semarang.

According to experts (Esty et al., 2023) that the TGT learning approach is one of the collaborative learning methods related to democratic values, by implementing a learning method based on agreement between group members. According to the opinion of (Triananda, 2023) the essence of the TGT learning model is to combine group work with team competition, which is a simplified version of the usual "team-game-tournament". In line with the above view

(Ardiansah & Wijaya, 2025) that learning short distance running with the Teams Games Tournament (TGT) approach can increase self-confidence and a sense of responsibility among group members, which ultimately supports increased achievement in short distance running as a whole.

The collaborative learning model known as the Team Games Tournament (TGT) has a significant impact on sprinting ability, as it combines elements of competition, team collaboration, and active student participation. In the TGT approach, students work together in small groups to understand the material, then compete in a match (Didi & Wijaya, 2025). According to (Triananda, 2023), the use of the Team Games Tournament (TGT) method in Physical Education (PJOK) lessons shows that student involvement during the learning process improves running abilities and skills, both in the basic techniques of the 100 meters sprint and in their speed. TGT is the learning method most remembered by students, because it gives them the opportunity to show their best abilities and strive for success in team tournaments. In line with the findings of (Putri et al., 2025) which show that the implementation of the TGT cooperative learning model has a positive impact on student learning achievement, motivation, and engagement in short-distance athletics lessons. This model creates a competitive, interactive, and fun learning atmosphere, by combining game elements and group collaboration.

According to (Ashar & Marhani, 2025) the Teaching Games for Understanding (TGfU) learning model is an approach that emphasizes student learning and games to understand various types of games related to sports through constructive methods. Meanwhile, according to (Hismullutfi et al., 2025) the purpose of the TGfU learning model is designed to overcome the shortcomings of traditional learning methods that often focus on repeating actions without truly understanding the overall context of the game. In addition, according to (Fikri et al., 2022) the Teams Games Tournament (TGfU) learning model involves six important aspects, namely the game itself, the application of the game, tactical understanding, the decision-making process, skills in execution, and the results of the performance. Each of these aspects is aimed at improving not only psychomotor abilities, but also the cognitive and affective dimensions of students.

According to (Ardha, 2025), this study indicates that the Teaching Games for Understanding (TGfU) method is a successful teaching method in improving students' basic motor skills at the elementary school level. There was a significant increase in locomotor and object mastery aspects, with a large effect size indicating strong learning outcomes. Meanwhile, (Andriwiyanto, 2019) stated that the application of the TGfU training model can clearly improve the ability to dribble the ball and execute the proper technique, and provided recommendations that training should not only focus on

technique, but also on how to use the technique in the decision-making process.

It can be concluded that from the results of the research on the games that the researcher gave to students, it can be seen from the results of increased skills, then student activity and student enthusiasm in following the treatment that the researcher gave. From the results of the pretest and posttest that the researcher gave to students before and after the treatment, it showed that there was an increase seen from the results of the data that the researcher had collected. Based on the results of the study, both learning models Teams Games Tournament (TGT) and Teaching Games for Understanding (TGfU) are equally effective in improving short-distance running learning outcomes, but have different focuses. TGT is more prominent in the motivational and social aspects, while TGfU is superior in the cognitive aspects and tactical understanding. In this study, from the results obtained from the two learning models, the Teams Games Tournament learning model is more effective. Therefore, the reason the researcher chose the Teams Games Tournament and Teaching Games for Understanding learning models in this study is because these learning models are easy to apply and more efficient in field implementation because they use a group system and are more dynamic and effective in increasing students' speed and agility.

CONCLUSION

Based on the research and discussion on the influence of the Teams

Games Tournament (TGT) and Teaching Games for Understanding (TGfU) learning models on psychomotor learning outcomes in short-distance running in eighth-grade students at State Junior High School 7 Semarang, the following conclusions can be drawn:

In the TGT and TGfU learning models, two game models were applied. The TGT learning model used a ball relay game (relay running), while the TGfU learning model used a black-green game (sprint running). The initial stance (start), execution, and finishing stance (finish) after the treatment resulted in improved movement technique. Test results showed an effect on improving psychomotor learning outcomes in short-distance running with the TGT learning model by 22.3% and the TGfU learning model by 21.7%. This indicates that the implementation of the two learning models has a positive impact on improving psychomotor learning outcomes in short-distance running.

This shows that it can be concluded that the Teams Games Tournament (TGT) and Teaching Games for Understanding (TGfU) learning models can have a significant effect on the psychomotor learning outcomes of short-distance running in class VIII students of State Junior High School 7 Semarang, however, seen from the percentage of improvement in short-distance running skills, the Teams Games Tournament learning model has a greater effect on short-distance running learning outcomes than the Teaching Games for Understanding learning model.

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