

The Influence of the Cooperative Learning Model Type TPS and TGT to Interest and Motivation Learn Volleyball Underhand Pass Participant Educate Class VIII of Public Middle School 2 Geneng Regency

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Abstract

Study This aiming for (1) For analyze difference application of learning models cooperative TPS type against interest and motivation Study participant educate in volleyball underhand passing practice participant educated at SMP Negeri 2 Geneng. (2) For analyze difference application of learning models cooperative TGT type against interest and motivation Study participant educate in volleyball underhand passing practice participant educated at SMP Negeri 2 Geneng. (3) For compare and analyze effectiveness between learning models cooperative TPS and TGT types in increase interest and motivation Study participant educate in volleyball underhand passing practice participant educated at SMP Negeri 2 Geneng. Research This is study quantitative with design experiment quasi -experimental research This aiming for test differences between cooperative learning models TPS (Think Pair Share) and TGT (Teams-Games-Tournaments) interest and motivation Study participant educate in volleyball underhand passing practice. Research this use Simple Random Sampling technique. The selection process sample done with method random simple for ensure representativeness and bias reduction. Data analysis techniques are carried out through prerequisite tests namely 1) Analysis Descriptive, 2) normality test, 3) homogeneity test, 4) sample t test. Based on results research that has been done above, then conclusion in study This is: 1) There is difference application of learning models cooperative TPS type against interest and motivation Study participant educate in volleyball underhand passing practice at SMP Negeri 2 Geneng. 2) There is difference application of learning models cooperative TGT type against interest and motivation Study participant educate in volleyball underhand passing practice at SMP Negeri 2 Geneng. 3) There is difference effectiveness between learning models cooperative TPS and TGT types in increase interest and motivation Study participant educate in volleyball underhand passing practice at SMP Negeri 2 Geneng by 36.13%.

Keyword: Cooperative Learning, Interest and Motivation to Learn, Underhand Passing, Volleyball.

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INTRODUCTION

Physical education Sports and Health contains meaning learning that prioritizes activity physical as a medium in reach a objective learning (Jumadi *et al.*, 2021). In process education physical, a educator should teach diverse competencies and strategies based on sports, games, values internalization (sportsmanship, honesty, cooperation, etc.) and the habit of developing a style life healthy. Implementation No achieved through teaching conventional in space class or field theory, but involving factor physical, mental, intellectual, emotional and social (Yulianto *et al.*, 2021).

PJOK is one of the factor important for Indonesian nation. Successful whether or not a nation lies in quality its implementation for build quality human being tall No There is road except through Education (Hastie *et al.*, 2023). Physical education in essence is an educational process that utilizes activity physique for to refresh and produce holistic changes in quality individual, good in matter physical, mental, and emotional (Indahwati & Utomo Putra, 2018).

Study and also learning that is activities that are of a nature educate, foster and provide A teaching or the usual also known as activity educative so Can it is said two things that can each other related in the sense of not

can separated (Griban *et al.*, 2020). Learning is a movement with cycle from No know become knowing, not understand become understand, no Can become Can For reach maximum results (Febriani, 2024). While That another view says Study is a change in self someone who is acquired through experience and education in form understanding, skills, and attitudes, even covers all over aspect personality (Sgrò *et al.*, 2020). Factors that can cause low quality education in Indonesia is lack of means infrastructure used during learning, the learning model used not enough varied or generally monotonous. Besides that, the teacher still often using a learning model conventional with method lecture Where learning only focused on teachers, making participant educate fast bored and passive during learning, which is ultimately influence results Study participant educate (Andeka *et al.*, 2021). Based on results interviews conducted with the PJOK teacher of SMP Negeri 2 Geneng on several occasions participant educate has control skills base in volleyball, including passing, blocking, and spikes. Learning at SMP Negeri 2 Geneng Not yet fully succeed especially in Application of basic underhand passing techniques. In matter this, there is a number of participant less educated understand and not yet can carry out with Correct skills underhand pass basics so that resulting in low performance academic participant educate This is. Because the teachers are still many have not take the initiative for try strategies and methods other learning.

Observing problem said, for reach objective education in a way overall, especially objective learning, required innovative changes and updates, learning methods and strategies sport must more optimal about potential participant education (Parente *et al.*, 2020). Teachers' efforts to adjust and set various variable learning This is part important from success participant educate in reach objective from plan the so that selection of learning models is part important when in chase teacher interest (Chaerunnisa, *et al.*, 2024).

In the implementation process learning is highly dependent on several factors aspect including the characteristics of teachers and participants educate, method, interaction, characteristics from groups, facilities, physics, environment and subjects Lesson (Prasetyawati, 2021). One of the part most important in the teaching process, teachers need own a skills in aspect education. Factors This because educator No solely must understand the subject to be guided, but need master as well as Can transfer knowledge to participant educate. The teacher's task in optimizing the teaching process is play a role as facilitator for grow will participant educate for learn and elaborate situation relevant studiesfor realize condition a pleasant and normal study (Moon & Park, 2023). Therefore that, the teacher must choose and implement it for increase will and desire participant educate For Study as well as adopt learning model results innovative learning (Hariatmoko *et al.*, 2023).

Strategies and methods learning as well as method learning is factor determinant efficiency and success participant educate. Therefore that, teachers need to try various alternative models and improvements method learning for effectiveness learning child educate (Novita *et al.*, 2022). One of the proven strategy effective is through application of learning models cooperative TGT (Team Games Tournament) type. This is supported by the results research (Indahwati & Utomo Putra, 2018) says performance participant education that meets chest past passing requirements follow the learning model cooperative TGT type is very significant compared to with performance learn to pass chest pass using conventional. Based on results study the recommended for apply to other materials in learning education physical and including application of learning models special, so that can known in a way wide pros and cons application of learning models cooperative TGT type in learning. Besides that other alternatives that can be proposed and implemented is Think, Pairs, and Share (TPS). This is based on results study Suliaji entitled Implementation of Learning Models Cooperative Think, Pairs, and Share (TPS) For Improve. Volleyball Passing Learning Outcomes" said that in cycle I 42.86 % were within very poor category. In Cycle II, 85.71 % were in the very poor category. in category good. Happened improvement percentage level mastery results Study technique volleyball passing basics by 42.85% of cycle I to cycle II. Concluded that the Think Pairs Share (TPS) learning model can increase results learning volleyball passing (Chardynal *et al.*, 2022). Therefore it's a research process This expected can to give a draft learning think, so that study This titled " The Influence of the Cooperative Learning Model Type Tps And Tgt In Volleyball Underhand Pass Learning Participant Educate Junior High School 2 Geneng Regency "Ngawi ".

METHODS

Type research used in study This is study quantitative with True experimental design, with using pretest and posttest two group design. The research this aiming for test the influence of cooperative learning models of the TPS (Think Pair Share) and TGT (Teams-Games-Tournaments) types on interest and motivation.

Study participant educate in volleyball underhand pass practice. Place research of SMP Negeri 2 Geneng, Regency Ngawi. Research time implemented one semester or from month August until September 2024. Population Research: All participant educate Class VIII of SMP Negeri 2 Geneng, Regency the Great Wall a total of five classes with a total population of 150 participants educate.

RESULT

Data Presentation

Data obtained in study this collected through observation directly at SMP Negeri 2 Geneng. Observation done during one semester, namely month

August until September 2024. According to results observation directly, researcher to obtain sample as many as 110 participants educate. Where participants educate

the is class VIII SMP Negeri 2 Geneng. List of details in study as following.

Table 1: Respondent List Study

Respondents Amount Participant Educate	Respondents Amount Participant Educate
TPS 55	TPS 55
TGT 55	TGT 55
Total Respondents Research of 110 Students	Total Respondents Research of 110 Students

Next, the researcher conducted a Pre-Test and Post-Test on 110 participants students of SMP Negeri 2 Geneng. The results of the Pre-Test and Post-Test on

each class VIII of SMP Negeri 2 Geneng in research this is as following:

Table 2 2: Average Results of TPS & TGT

Pre-Test Post-Test Class	Pre-Test Post-Test Class	Pre-Test Post-Test Class
TPS 82.27 81.45	TPS 82.27 81.45	TPS 82.27 81.45
TGT 82.59 83.42	TGT 82.59 83.42	TGT 82.59 83.42
Total 82.43 82.43	Total 82.43 82.43	Total 82.43 82.43

Based on results Study participant educate class VIII of SMP Negeri 2 Geneng show results mark between those obtained in the type TPS and TGT learning. The average value of the Pre-Test from participant students who use method TPS learning is 82.43. The existence of balance mark test show that the cooperative learning model strategy with TPS and TGT types in learning to pass under volleyball that has been applied by researchers help participant educate in increase learning. Based on value obtained from results Study student class VIII, researcher to obtain the lowest value in the TPS type is of 72.60 and the range of values in the pre-test was between 72.60 – 76. Meanwhile, the value the lowest value obtained for the TGT type was 72 with a value range of 72-74.30. Based on the data

obtained, it can be known that 110 participants students in class VIII of SMP Negeri 22 Geneng 100% learning TPS and TGT types have an effect. Meanwhile, based on value obtained, no there is participant students who experience decline mark between Pre-Test and Post Test TPS and TGT.

Data Analysis

In the research this, the data analysis used is SPSS Statistics 24 software with normality test, homogeneity test, paired sample T-Test, and independent sample T-Test. The results of data analysis in the study this as following:

A) Statistical Results Descriptive

Table 3: Statistics Descriptive

		Mean	N	Std. Deviation
Pair 1	Pre-Test TPS	81,26	55	4.100
	Post-Test TPS	82,45	55	4.47
Pair 2	Pre-Test TGT	81,38	55	4.48
	Post-Test TGT	83,11	55	4.35

Show results statistics descriptive from all samples used in the study this, good from the pre-test and post-test in each class. Statistical results every class as following.

1) Learning with TPS Model

Based on table 3 can known there are 55 participants educate which is respondents in the study this. The mean or average value of the pre-test of the TPS learning model was 81.26, but for the post-test, the mean or average was 82.45. So, the value results study pre-test

81.26 > post-test 82.45. The conclusion is there is difference mark between pre-test with post-test.

2) Learning with TGT Model

Based on table 3 can known that class VIII there were 55 participants educate which is respondents in the study This. The mean or average TGT pre-test value is 81.38, however for the post-test, the mean or average was 83.11. So, the value results study pre-test 81.38>post-test 83.11. The conclusion is there is difference mark between pre-test and post-test.

B) Normality Test

According to Ghozali (2011), normality test is the test used for know a model in research normally distributed or not normal. For knowing the normality test normally distributed or can not seen through

Kolmogorov Smirnov test. The basis of the view is if results from the Kolmogorov-Smirnov test more big from 0.05 then it is said normally distributed. If the result not enough from 0.05 means the data is not normally distributed.

Table 4: Normality Test

Kelas	Statistic	Df	Sig.
TPS	Pre-Test TPS	55	0,200
	Post-Test TPS	55	0,200
TGT	Pre-Test TGT	55	0,200
	Post-Test TGT	55	0,167

From the normality test table on based on the Kolmogorov Smirnov test, it can be known that Sig value on pre-test TPS 0.200 and TGT 0.200. Meanwhile, the sig. post-test results on TPS 0.200 and TGT 0.167. This is show that mark significant >0.05 Can concluded that study This assumption its normality fulfilled.

C) Homogeneity Test

Homogeneity test is the test used for show that two group or more sample used taken from population that has the same variant. In the study currently, there are five samples used from Variants the same population, namely from class VIII of SMP Negeri 2 Geneng. The following there is a homogeneity test study this:

Table 5: Homogeneity Test

	Levene Statistic	Df1	Df2	Sig.
Based on Mean	.199	3	216	0,897
Based on Median	.141	3	216	0,935
Based on Median and with adjusted df	.141	3	213.88	0,935
Based on trimmed mean	.188	3	216	0,905

In table 5 above can noted that sig value of homogeneity test worth more from 0.05 which means the data is homogeneous.

Where the sample used is for hypothesis testing is all class VIII at SMP Negeri 2 Geneng with total 110 participants educate. Reference or base For know the results of the T-Test are with see sig value (2-tailed). If value obtained through data processing <0.05, then results it is said significant or there is good difference. Here is results from the independent T-Test:

D) Hypothesis Testing

The T-Test is a difference test used For know mean difference between One group with group others. The test used in study this is an independent T-Test.

Figure 6: Independent T-Test

	T-Test for Equality of Means						
	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Equal Variances Assumed	-32,44	218	0,00	-21,87	0,67	-23,20	-20,54
Equal Variances not Assumed	-32,444	213,570	0,00	-21,87	0,67	-23,20	-20,54

Based on table 6 above, it is obtained results mark significance from data processing value $0.00 < 0.05$. Can concluded that hypothesis accepted, where there is influence application of learning models cooperative TPS type against interest and motivation Study participant educate in volleyball underhand passing practice participant educate class VIII at SMP Negeri 2 Geneng. In addition that, on the results above also shows there is influence application of learning models cooperative TGT type against interest and motivation Study participant educate in volleyball underhand passing practice participant educate class VIII at SMP 2 Negeri Geneng.

Uji Paired Sample T-Test

Paired test sample t- test is a test used to determine the difference in the average of unpaired samples. In this study, the sample used consisted of five classes, where each class was given a pre-test and post-test. The basis for decision making in the paired test sample t- test is when the sig value (2-tailed) < 0.05 , meaning there is a difference between two unpaired samples. However, if the value obtained from sig. (2-tailed) > 0.05 , it can be said that there is no difference between one sample and another. The following are the results of data processing:

Table 7: Uji Paired Sample T-Test

	T	df	Sig. (2-tailed)
Pre-Test & Post-Test TPS	5.368	54	0,00
Pre-Test & Post-Test TGT	-8.041	54	0,00

Based on the table on show that all mark significance in each class < 0.05 which means there is difference between pre-test and post-test scores. Here are is the description:

DISCUSSION

Based on the results study this, has known results from class VIII of SMP Negeri 2 Geneng show existence increase mark between pre-test and post-test results. Increase mark class VIII average is 82.43. The increase value obtained by participants educate show that influence use of learning models cooperative TPS and TGT types can increase interest and motivation Study volleyball underhand passing practice or give influence. Value obtained from results Study participant educate class VIII shows that the lowest score in the pre-test was 72 and the range of scores Alone be at value between 72-90.25. However, the range of values obtained during the post -test was 74.30-93.25. This state interest and motivation Study participant educate in volleyball underhand passing practice increase moment implementation TPS and TGT learning. The data can be known that from 110 participants students at SMP Negeri 2 Geneng, 100% experienced increase mark between pre-test and post -test results. Likewise with the data obtained value, no there is participant students who experience decline value. Based on the data analysis of each class show that class VIII obtained mark significance all class of $0.00 < 0.05$. Can interpreted that hypothesis accepted, there is significant changes between results pre-test and post-test scores of participants educate class VIII of SMP Negeri 2 Geneng. Besides that, the results also show existence influence use of learning models cooperative TPS and TGT types in increase interest and motivation Study participant educate in volleyball underhand passing practice participant Educate Junior High School 2 Geneng Regency Ngawi. Results of the study This in line with

research conducted by Ayun *et al.*, (2023) with title "Effort Improvement Activity Learning and Skills Solve Problem Using the LEARN GREAT Model in Science Content" which states that the cooperative learning model TPS and TGT strategies have significant influence to improvement results participant educate. Besides that , there is a number of study previous which is also in line with study this, among others is study Lesmana (2014) entitled "Comparison Implementation of Learning Models Cooperative Student Teams Achievement Division (STAD) and Teams Games Tournaments (TGT) Types on Learning Outcomes Jump Far Squat Style", Rahmadani *et al.*, (2023)" Effectiveness of Learning Models Cooperative Jigsaw Types of Learning Outcomes Mathematics Student Elementary School", and Kristianti *et al.*, (2019)" Improving collaborative skills and learning outcomes Study mathematics student class 4 through the teams games tournament model" which states TPS and TGT learning is capable create environment active learning between teachers and participant educate . Besides four study previously, there was research entitled "Comparison of The Effectiveness of Cooperative Learning Model Between TPS-NHT Type and TPS-TGT Type in Mathematics Learning in Class VIII at SMPN 1 Makassar" conducted by Aras (2016). Results study show that learning model cooperative TPS-TGT type effective for applied in learning class VIII of SMP Negeri 1 Makassar. Effectiveness application of learning models TPS-TGT cooperative due to existence combination two learning models, namely Think Pair Share (TPS) and Teams Games Tournament (TGT). Furthermore, the research with title "Influence of The Think-Pair-Share (TPS) Model and Motivation on The Math Learning Achievement of Class V Students" which was studied by (Srinarwati, 2022). The conclusion show that there is significant influenceto use think pair share (TPS) method against performance Study.

CONCLUSION

Based on results research that has been done above, then conclusion in study This is: There is difference influence application of learning models cooperative TPS type against interest and motivation Study participant educate in practice volleyball underhand passing at SMP Negeri 2 Geneng. There is difference influence application of learning models cooperative TGT type against interest and motivation Study participant educate in volleyball underhand passing practice at SMP Negeri 2 Geneng. There is influence effectiveness between learning models cooperative TPS and TGT types in increase interest and motivation Study participant educate in volleyball underhand passing practice at SMP Negeri 2 Geneng by 36.13%.

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