

Implementation of the Teams Games Tournament (TGT) Cooperative Model in the Futsal Extracurricular Program to Improve Student Discipline at SMA Negeri 1 Cililin

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Introduction

- Physical Education, Sports, and Health (PJOK) supports students' physical, cognitive, social, and character development, including discipline, responsibility, and teamwork (Bailey, 2006; Setiawati et al., 2024; UNESCO, 2015).
- In the Learning Through Movement element, students develop communication, collaboration, leadership, and fair play through physical activities (Keputusan Kepala BSKAP Nomor 032/H/KR/2024; Undang-Undang Republik Indonesia Nomor 20 Tahun 2003).
- Discipline is an essential character value reflected in attendance, punctuality, rule compliance, emotional control, and responsibility within a team (Lickona, 1992; Takundung, 2018; Tu'u, 2004).
- Preliminary observations at SMA Negeri 1 Cililin showed several discipline problems in the futsal extracurricular program: 
 - Irregular attendance and lateness.
 - Low compliance with training rules.
 - Poor emotional control during games.
 - Limited responsibility in team roles.
 - These findings indicate a gap between the objectives of PJOK and the actual implementation of discipline in extracurricular activities.

Introduction

- **The Teams Games Tournament (TGT) cooperative learning model combines teamwork, games, and tournaments to encourage active participation, responsibility, and rule compliance (Slavin, 1995; Huda, 2014).**
- **Previous studies have shown that TGT improves students' discipline, but most research has been conducted in classroom learning, not in sports extracurricular activities (Marharjono, 2016; Rahman, 2025; Mahatmaharati et al., 2024).**
- **Research gap: Limited studies have examined the implementation of TGT in futsal extracurricular programs, which involve dynamic teamwork and real-game situations.**
- **Research objective: To implement the TGT cooperative learning model to improve students' discipline in the futsal extracurricular program at SMA Negeri 1 Cililin.**
- **Expected contribution: Provide practical guidance for PJOK teachers and coaches in developing structured extracurricular activities that strengthen student character.**

Methods

Research Design

- Classroom Action Research (CAR)
- Kemmis & McTaggart Model
- 2 Cycles (4 Actions): Planning → Action → Observation → Reflection

Instruments

- Discipline Questionnaire (4-point Likert Scale) Adapted from James Takundung's (2018) Discipline Scale; only item wording was modified to fit the futsal extracurricular context, while the original discipline indicators were retained.
- Observation Sheet
- Documentation (Photos, Attendance Records, Field Notes)

Participants

- 30 students in the futsal extracurricular program
- SMA Negeri 1 Cililin, West Bandung, Indonesia
- Total Sampling

Validity & Reliability

- Content Validity (Expert Judgment)
- Pearson Product Moment ($r > 0.361$)
- Cronbach's Alpha ($\alpha \geq 0.70$)

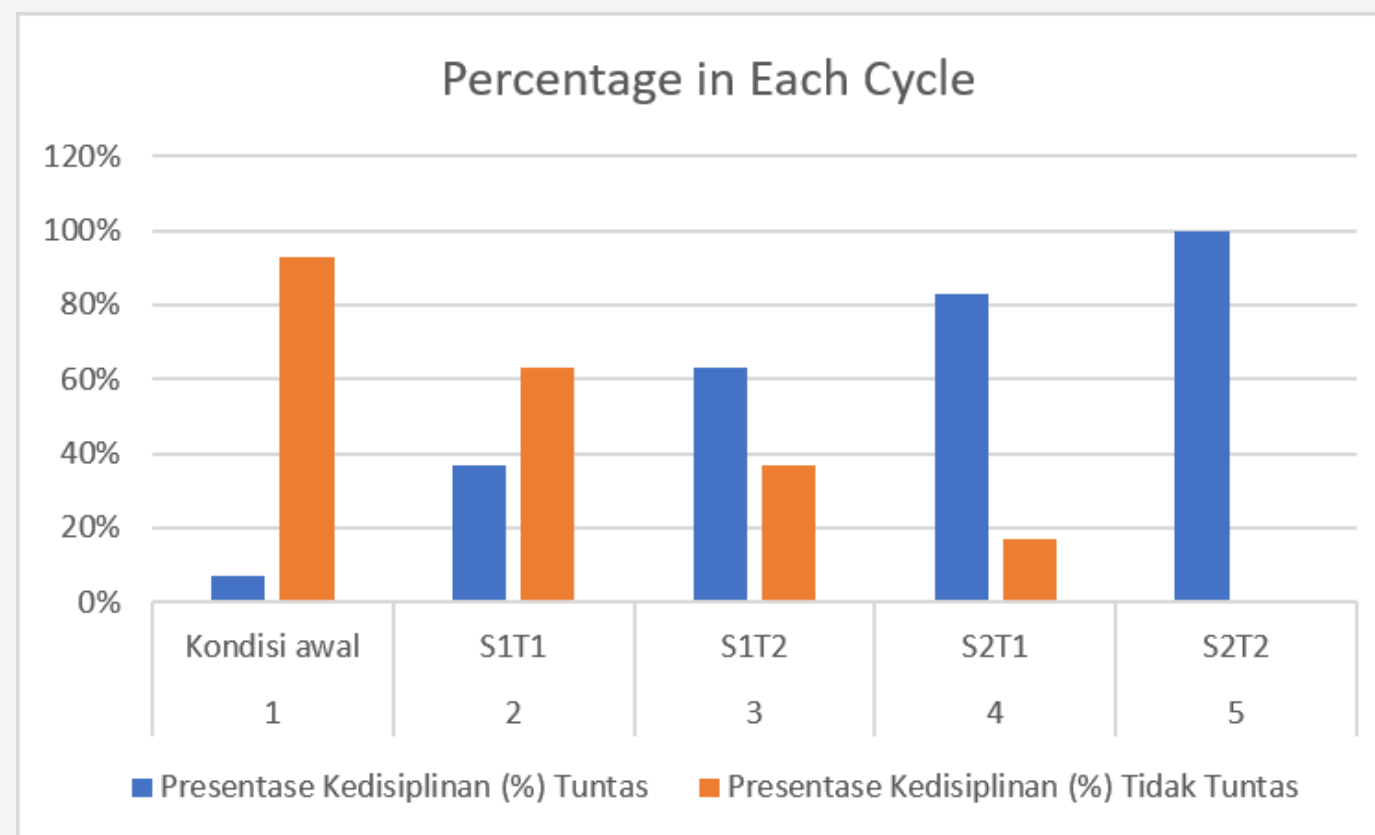
Data Analysis

- Quantitative: Percentage Formula ($P = F/N \times 100\%$)
- Qualitative: Data Reduction, Data Display, and Conclusion Drawing

Research Focus:

Improving students' discipline through the implementation of the Teams Games Tournament activities

Result & Discussion



Results

- Students' discipline improved consistently throughout the study.
- Initial condition: Only 7% of students met the discipline criteria.
- Cycle I Action I: 37% (68.81%)
- Action II: 63% (70.45%)
- Cycle II Action I: 83% (74.37%)
- Action II: 100% (87.91%) – Very Good

Discussion

Improvements were observed in:

- Punctuality
- Rule compliance
- Responsibility
- Teamwork
- Active participation

TGT improved discipline through:

- Team collaboration
- Games and tournament activities
- Responsibility and sportsmanship
- Rule compliance and emotional control
- Findings support Slavin's Cooperative Learning Theory and previous TGT studies.
- This study extends TGT implementation to futsal extracurricular activities, not only classroom learning

Result & Discussion

Implications

- TGT is an effective strategy for improving discipline in PJOK and extracurricular sports.
- Provides a structured and meaningful learning environment for teachers and coaches.

Research Contribution

- Expands the application of TGT from classroom learning to sports extracurricular settings.
- Demonstrates that futsal can be an effective medium for developing: Discipline, Responsibility, Teamwork, Sportsmanship

Limitations

- Conducted in one school with 30 participants.
- Focused only on students' discipline.

Suggestions

- Apply TGT in other sports and educational settings.
- Investigate additional variables such as motivation, physical fitness, teamwork, and sport-specific skills

Conclusion

- **The implementation of the Teams Games Tournament (TGT) cooperative learning model successfully improved students' discipline in the futsal extracurricular program at SMA Negeri 1 Cililin.**
- **Students' discipline showed consistent improvement across all research cycles, increasing from 7% (pre-cycle) to 100% (Cycle II Action II).**
- **Improvements were observed in: Punctuality, Rule compliance, Responsibility, Teamwork, Active participation**
- **The structured Teams–Games–Tournament stages provided meaningful learning experiences that fostered discipline and character development.**
- **Conclusion: The TGT cooperative learning model is an effective strategy for improving students' discipline in extracurricular sports activities and can be implemented in Physical Education to support character education.**

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