



Efforts to Increase Student Activeness Using the TGT (Teams Games Tournament) Learning Method in Hurdle Running Lessons at State Junior High School 8 Banjarbaru

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Abstract

This research was motivated by the low student activeness in Physical Education (PJOK) learning on hurdles material among eighth-grade students of State Junior High School 8 Banjarbaru. This study aimed to improve student activeness through the implementation of the Teams Games Tournament (TGT) cooperative learning model. A Classroom Action Research (CAR) design was employed, conducted collaboratively across two cycles. The subjects were 32 eighth-grade students of State Junior High School 8 Banjarbaru in the even semester of the 2025/2026 academic year. Data were collected through structured observation using student activeness observation sheets (15 indicators, 1–4 scale) and teacher activity observation sheets (21 indicators, 1–4 scale), validated through expert judgement. Comparative descriptive analysis was applied by comparing results across the pre-cycle, Cycle I, and Cycle II. Results showed progressive improvement: student activeness in the Active and Very Active categories increased from 28.13% (pre-cycle) to 62.50% (Cycle I) and 90.63% (Cycle II). In Cycle II, several corrective actions were implemented, including simplification of tournament rules, addition of game variations, intensification of teacher guidance, and provision of more varied rewards. Teacher activity scores also rose from 69.05% to 82.14% and 86.90% respectively, reaching the Very Implemented category. It is concluded that the TGT learning model supported the improvement of student activeness in PJOK hurdle running learning.

Keywords: Teams Games Tournament (TGT); Student Activeness; Hurdle Running; Physical Education; Classroom Action Research.

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INTRODUCTION

Physical Education, Sports, and Health (PJOK) is one of the subjects that plays a strategic role in character building, improving physical fitness, as well as developing students' motor competencies. According to Adritya & Mashud, (2025). PJOK learning is not only oriented towards achieving physical abilities, but also functions to build students' discipline, cooperation, sportsmanship, and social responsibility (Aisyah, et al., 2025). In the implementation of the Independent Curriculum, PJOK learning is directed towards meaningful, collaborative, and student-centered physical activities, thereby encouraging active student participation in every learning process. Therefore, student activeness becomes one of the important indicators of the success of PJOK learning.

Athletics, especially hurdling, is one of the PE subjects at the junior high school level that requires mastery of fairly complex movement skills. In hurdling lessons, students are required to have the ability to coordinate movements, speed, agility, courage, as well as the ability to regulate their stride rhythm when passing over hurdles. According to Juniarti, (2022), The success of athletic learning is greatly influenced by the choice of learning models that can create an active and enjoyable learning atmosphere. Learning models that are less varied tend to make students passive, less motivated, and find it difficult to optimally understand movement techniques.

Active learning is an important principle in effective education. Paul B. Diedrich, as cited in (Sardiman, 2018), stated that learning activities encompass various dimensions, such as visual activities, oral activities, motor activities, mental activities, and emotional activities. Students who are active physically, mentally, and emotionally will find it easier to understand

the learning material and achieve optimal learning outcomes. Thus, PJOK learning ideally provides students with ample opportunities to move, discuss, collaborate, and be directly involved in learning activities.

However, the ideal condition has not yet been fully reflected in the PJOK learning process at State Junior High School 8 Banjarbaru, particularly in the hurdle running material in grade VIII. Based on the pre-cycle observation results of 32 students, it was found that no student (0%) was in the Very Active category. Only 9 students (28.13%) were classified as Active, while 14 students (43.75%) were in the Less Active category and 9 students (28.13%) were in the Inactive category. The low student activity indicates a gap between the curriculum expectations and the implementation of learning in the field. This condition is suspected to be influenced by the use of a teacher-centered learning approach, limited interaction among students, and low student motivation towards athletic material, particularly hurdle running.

Based on these problems, alternative learning solutions are needed that are able to increase students' active involvement in the learning process. One cooperative learning model that is considered suitable is the Teams Games Tournament (TGT) model developed by David DeVries and Robert E. Slavin. The TGT model emphasizes teamwork, academic games, and intergroup tournaments that can create a more interesting, competitive, and enjoyable learning atmosphere. According to (Slavin, 2018), The TGT model is able to increase student participation because each group member has responsibility for their team's success.

The effectiveness of the TGT model is also supported by various relevant studies. Research Kurniyanto et al., (2024) showed that the application of the TGT model can improve learning outcomes in PE on athletic material. Parhusip & Kristanto, (2023) demonstrated that the application of TGT increased student activity from 59.2% to 80.6%. In addition, Fikri et al., (2022) also concluded that the TGT model succeeded in improving PE learning outcomes to surpass the established success indicators. Based on various research results, the TGT model is considered relevant and has the potential to be applied in hurdle running learning to increase student participation. However, previous TGT studies in PJOK have largely focused on team sports materials such as football or sprint running, and few have applied TGT specifically to hurdle running. The novelty of this study lies in adapting the Teams Games Tournament model to hurdle running lessons by integrating teamwork, games, tournaments, and group recognition to improve multidimensional student activeness encompassing visual, oral, motor, mental, and emotional activities in physical education. Furthermore, unlike teacher-centered instruction, which limits students' opportunities to move, interact, and take motor risks, the cooperative-tournament structure of TGT may increase students' willingness to practice, communicate, and engage physically with hurdle running tasks.

Thus, this research is important to conduct as an effort to improve the PJOK learning process, particularly on hurdle running material in the eighth grade at State Junior High School 8 Banjarbaru. This study aims to: (1) describe the implementation of the Teams Games Tournament (TGT) learning model in hurdle running lessons for eighth-grade students at State Junior High School 8 Banjarbaru, and (2) increase student activity in hurdle running learning through the implementation of the Teams Games Tournament (TGT) learning model.

METHOD

This research is Classroom Action Research (CAR) that is collaborative and participatory with a qualitative descriptive approach supported by quantitative data. According to Arikunto, S., (2021), Classroom Action Research aims to improve the quality of the learning process through real actions carried out systematically and reflectively. This research is conducted using the spiral model of Stephen Kemmis and Robin McTaggart, which consists of four stages in each cycle, namely planning, acting, observing, and reflecting.

The research was conducted at State Junior High School 8 Banjarbaru, Banjarbaru City, South Kalimantan Province, in the even semester of the 2025/2026 academic year, from April to May 2026. The selection of the research location was based on initial observations that indicated a still low level of student activity in PJOK learning, particularly in hurdle running material.

The research subjects were eighth-grade students of State Junior High School 8 Banjarbaru, totaling 32 students. The class selection was based on the results of pre-cycle observations which showed that the level of student learning activity was still low. As many as

71.88% of students fell into the Less Active and Inactive categories, so this class was considered to require improvement measures in the learning process.

The research was conducted in two cycles, where each cycle consisted of two meetings with an allocated time of 80 minutes per meeting. In the planning stage, the researcher prepared a Teaching Module or Lesson Plan based on the Teams Games Tournament (TGT) learning model, formed heterogeneous groups consisting of 4–5 students, and prepared observation instruments and learning media. In the implementation stage, learning was carried out by applying the five stages of the TGT model, namely Class Presentation, Team Study, Games, Tournament, and Recognition. Furthermore, in the observation stage, the supervising teacher as an observer observed student activity and teacher activity during the learning process. The final stage is reflection, which is analyzing the observation results to determine improvements to be made in the next cycle. In Cycle II, several improvements were made, including simplification of tournament rules, addition of game variations, intensification of teacher guidance, and provision of more varied rewards.

Data collection was conducted through observation techniques using two types of instruments. The first instrument was a student activity observation sheet containing 15 indicators across five aspects, namely visual activities, motor activities, oral activities, mental activities, and emotional activities. Assessment was carried out using a 1–4 scale with a maximum score of 60. The second instrument was a teacher activity observation sheet including 21 indicators across six aspects of TGT model implementation, with a 1–4 rating scale and a maximum score of 84. The validity of the research instruments was obtained through expert judgment.

The research data were analyzed using a comparative descriptive technique by comparing the results of the pre-cycle, Cycle I, and Cycle II. The analysis was conducted to determine the increase in student activeness after the implementation of the Teams Games Tournament (TGT) learning model. The research is declared successful if at least 75% of students, or at least 24 out of 32 students, reach the Active or Very Active category. Additionally, teacher activity in the implementation of learning is also considered successful if it reaches a minimum percentage of 68.06%.

RESULTS AND DISCUSSION

Pre-Cycle

Table 1. Results of Student Activity Pre-Cycle

Category	Score Range	Frequency	Percentage
Very Active	49 – 60	0	0,00%
Active	37 – 48	9	28,13%
Less Active	25 – 36	14	43,75%
Inactive	15 – 24	9	28,13%
Total	-	32	100%

Based on Table 1, there are no students (0.00%) in the Very Active category, only 9 students (28.13%) are Active, 14 students (43.75%) are Less Active, and 9 students (28.13%) are Inactive. As many as 71.88% of students have not reached the Active category, which is far from the set success indicator (75%). This data serves as the basis for corrective actions through the TGT model.

Table 2. Results of Pre-Cycle Teacher Activity Observations

Description	Result
Learning Preparation (3 Indicators)	9
Preliminary Activities (3 Indicators)	8
Material Delivery (Class Presentation) (3 Indicators)	8
Team Work Implementation (Team Study) (3 Indicators)	7
Tournament Implementation (Games Tournament) (6 Indicators)	17
Closing Activities (3 Indicators)	9
Total Score	58
Score %	69.05%
Category	Implemented

Based on the table above, the teacher's activities in the pre-cycle scored a total of 58 out of a maximum score of 84, with a value of 69.05% in the Implemented category. This result indicates that several aspects of the learning process have not been implemented optimally, especially in the aspects of tournament execution and teamwork, which received low scores because the TGT model has not been applied. The teacher still uses a conventional, more one-way approach.

Cycle I

Table 3. Student Activity Results Cycle I

Category	Score Range	Frequency	Percentage
Very Active	49 – 60	3	9,38%
Active	37 – 48	17	53,12%
Less Active	25 – 36	11	34,38%
Inactive	15 – 24	1	3,12%
Total	-	32	100%

Based on Table 3, there was a substantial increase. Active and Very Active students increased to 20 students (62.50%). The average activity score increased from 30.25 (pre-cycle) to 38.00 (63.33%). Teacher activeness increased to 82.14% (Very Implemented). However, the success indicator (75%) had not yet been achieved, so the research continued to Cycle II.

Table 4. Results of Teacher Activity Observation Cycle I

Description	Result
Learning Preparation (3 Indicators)	11
Preliminary Activities (3 Indicators)	9
Material Delivery (Class Presentation) (3 Indicators)	8
Team Work Implementation (Team Study) (3 Indicators)	10
Tournament Implementation (Games Tournament) (6 Indicators)	20
Closing Activities (3 Indicators)	11
Total Score	69
Score %	82,14%
Category	Very Implemented

Based on the table above, the teacher's activities in Cycle I obtained a total score of 69 out of a maximum score of 84, with a value of 82.14% in the Implemented category. Preparation of learning and the implementation of the tournament received fairly good scores. However, there are still several indicators that need improvement, particularly in the aspect of material delivery (demonstration of movements received a score of 2) and teamwork implementation (ensuring all members are actively involved received a score of 3). This serves as a note for improvement for Cycle II.

Cycle II

Table 5. Student Activity Results Cycle II

Category	Score Range	Frequency	Percentage
Very Active	49 - 60	6	18.75%
Active	37 - 48	23	71.88%
Less Active	25 - 36	3	9.38%
Inactive	15 - 24	0	0.00%
Total	-	32	100%

The results of Cycle II observations showed a substantial increase in student activeness. The number of students reaching the Active or Very Active category increased to 29 students (90.63%), far exceeding the success indicator set at 75% or 24 students. Not a single student remained in the Inactive category.

Table 6. Results of Teacher Activity Observation Cycle II

Description	Result
Learning Preparation (3 Indicators)	11
Preliminary Activities (3 Indicators)	9
Material Delivery (Class Presentation) (3 Indicators)	11
Team Work Implementation (Team Study) (3 Indicators)	10
Tournament Implementation (Games Tournament) (6 Indicators)	21
Closing Activities (3 Indicators)	11
Total Score	73
Score %	86,90%
Category	Very Implemented

Based on the table above, teacher activity in Cycle II increased to a score of 73 (86.90%) in the Well-Implemented category. Compared to Cycle I, almost all aspects experienced an improvement. Teamwork implementation was also more optimal, with teachers intensively guiding and ensuring the involvement of all group members. The management of tournament time and the provision of recognition to the best teams were also more structured and varied.

Discussion

The research results indicate that the implementation of the Teams Games Tournament (TGT) learning model supported the improvement of student activeness in hurdle running lessons in the eighth grade at State Junior High School 8 Banjarbaru. Pre-cycle data showed that only 9 students, or 28.13%, were in the Active category, while the majority of students were still in the Less Active and Inactive categories. After the TGT model was applied in Cycle I, the proportion of students reaching the Active and Very Active categories increased to 62.50%. A further increase occurred in Cycle II, reaching 90.63%, surpassing the established research success indicator of 75%. This data indicates that the TGT model is associated with an improvement in student activeness in hurdle running lessons within this particular classroom context.

The increase in student activeness occurred because the TGT model is able to create learning that is more interesting, participatory, and student-centered. In previous conventional learning, students tended to only receive instructions from the teacher, so their involvement in the learning process was still low. After the implementation of TGT, students had the opportunity to learn through teamwork, games, and tournaments that required the active involvement of each group member. This condition aligns with the cooperative learning theory proposed by Slavin, (2018) that TGT combines elements of cooperation and healthy competition so that it can increase students' intrinsic motivation in learning. Each group member has the responsibility to help their team achieve the best score, so students are encouraged to be more active in participating in learning and to practice hurdling techniques diligently.

In Cycle I, the increase in student activity began to be noticeable, although it was not yet optimal. The percentage of classical activity increased from 28.13% to 62.50%. This increase indicates that students are beginning to adapt to the TGT learning model, which had not previously been applied in PJOK learning. Based on the observation results, students started to actively discuss, pay attention to movement demonstrations, and participate in games and group tournaments. However, some obstacles were still found, such as students not being confident in participating in tournaments, not fully understanding the rules of the games, and still being passive during group discussions. This condition is normal because students are still in the adjustment phase to the new learning pattern.

If linked to Lev Vygotsky's social constructivism theory in Silalahi, (2019), the increase in activity in Cycle I occurred because the learning process took place through social interaction among students. In the TGT model, students learn together with their group members through activities of helping each other, providing input, and correcting movement errors together. This interaction makes it easier for students to understand basic hurdling techniques compared to just listening to the teacher's explanation. Through group discussions and practice, students gain a more meaningful learning experience, thereby increasing their engagement in learning.

In Cycle II, the improvement in student activeness became more optimal with a percentage reaching 90.63%. This result indicates that almost all students have actively participated in learning. The improvement was influenced by several corrective actions carried out in Cycle II, such as simplifying tournament rules, adding game variations, intensifying teacher guidance, and providing more varied rewards. These improvements successfully created a more conducive and enjoyable learning atmosphere, making students more confident and enthusiastic in participating in learning. Students who were previously passive began to dare to ask questions, engage in discussions, and demonstrate their movement skills in front of the group.

The most prominent improvement was seen in the aspects of motor activities and emotional activities. In the aspect of motor activities, students appeared more active in practicing hurdle running techniques repeatedly, improving movements together in groups, and attempting to achieve their best performance during tournaments. This occurs because the TGT model provides students with opportunities to learn through direct activities and repeated practice. In the context of Physical Education and Sports learning, high physical activity is very important because motor skills can only develop through intensive practical experience. The more often students engage in physical activity, the better their mastery of movement techniques.

Meanwhile, the improvement in emotional activities is seen from the students' increasing enthusiasm, spirit, and self-confidence during the learning process. In the pre-cycle, many students seemed less interested in hurdle running material because the learning tended to be monotonous and teacher-centered. After the TGT model was applied, the learning atmosphere became more enjoyable due to the elements of games and healthy competition. Students appeared more willing to try, unafraid of making mistakes, and more motivated to actively participate for the success of their group. This condition shows that a positive emotional atmosphere has a significant influence on increasing students' learning activity.

The aspect of oral activities also experienced a significant increase. Based on the observation results, students began to actively discuss, give suggestions to their friends, and provide support during tournament activities. This shows that the TGT model not only enhances students' physical activity but also trains their communication and cooperation skills with peers. These findings are in line with social constructivist theory, which emphasizes that the development of thinking abilities and conceptual understanding occurs through communication and social interaction. Thus, the TGT model is able to create learning that is not only physically active but also socially and mentally active.

In addition to the increase in student activeness, teacher activity in managing learning also increased from 69.05% in the pre-cycle to 82.14% in Cycle I, and finally reached 86.90% in Cycle II. These data indicate that teachers were increasingly able to implement the steps of the TGT model systematically and effectively. At the beginning of implementation, teachers still experienced difficulties in managing tournament time and organizing study groups. However, after reflection and corrective actions were taken, teachers became more skilled in managing the class, providing motivation, and guiding students throughout the learning process. This increase in teacher activity also supported the implementation of the TGT model, because good learning management can create a more active and conducive learning environment.

The results of this study are in line with the research of (Fikri et al., 2022; Kurniyanto et al., 2024; Parhusip & Kristanto, 2023), which reported that the TGT model supported improvement in activeness and learning outcomes in PJOK. However, it is important to note that this study involved only one class without a comparison group, meaning that improvement within the class cannot be fully attributed to the TGT model alone. Practice effects, increased familiarity with hurdle running tasks, teacher attention, and repeated observation effects may also have contributed to the increase in student activeness. Additionally, inter-rater reliability of the observation instruments was not reported, and actual hurdle-running skill mastery was not directly assessed. Therefore, the findings of this study cannot be generalized to all PJOK contexts and should be interpreted within the specific circumstances of the classroom studied. Future research with broader samples and stronger designs, including comparison groups or control conditions, is needed to draw stronger conclusions. Notwithstanding these limitations, the TGT model represents a promising cooperative learning alternative for hurdle running

learning because of its potential to increase students' physical, mental, social, and emotional involvement in the learning process.

CONCLUSION

The implementation of the Teams Games Tournament (TGT) learning model in PJOK learning on hurdle running material in class VIII at State Junior High School 8 Banjarbaru supported the improvement of student activeness, as indicated by the increase in the proportion of students categorized as Active or Very Active from 28.13% in the pre-cycle to 62.50% in Cycle I and 90.63% in Cycle II. Teacher activity also improved from 69.05% to 86.90%, reaching the Very Implemented category in Cycle II. The improvement in student activeness was supported by corrective actions in Cycle II, including clearer tournament rules, more varied games, intensified teacher guidance, and the provision of more varied rewards. All indicators of research success were achieved, indicating that TGT has the potential to create active, enjoyable, and student-centered learning through the integration of teamwork, games, and tournaments that promote students' physical, cognitive, and emotional involvement. Further research with broader samples and stronger designs is recommended to strengthen the generalizability of these findings.

RECOMMENDATIONS

PJOK teachers are advised to consistently implement the TGT model in athletic learning by paying attention to forming heterogeneous groups, clear tournament rules, and reward variations. Schools are expected to support the implementation of innovative learning models by providing adequate facilities and infrastructure as well as encouraging professional development for teachers. Further research is recommended to examine the effectiveness of TGT in other PJOK materials or to integrate digital technology as a supporting medium for tournaments to increase student engagement in the 21st-century learning era.

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