

## The Implementation of the Team Game Tournament (TGT) Learning Model to Improve Students' Self-Confidence in Physical Education

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### ABSTRACT

Self-confidence is a vital factor in the success of learning, particularly in Physical Education (PE), where students are required to engage in physical activities that often involve performing in front of others, collaborating with peers, and competing in a team setting. Low levels of self-confidence can hinder students from participating actively and achieving their full potential. This study aims to examine the effect of the Team Game Tournament (TGT) cooperative learning model on improving students' self-confidence in PE classes. The research used a quantitative approach with a one-group pretest-posttest design. The sample consisted of 20 students from class IX-A at SMP Islam Abata, Majalengka. A Likert-scale questionnaire was used to measure students' self-confidence before and after the intervention. The data were analyzed using the Shapiro-Wilk test, paired sample t-test, and R-squared. The findings showed a significant improvement in self-confidence after the implementation of the TGT model. The R-squared value of 78.2% indicates that the model had a substantial influence. These results suggest that the TGT model is an effective and enjoyable instructional strategy to enhance students' self-confidence and participation in PE.

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A. Conception and design of the study;  
B. Acquisition of data;  
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## INTRODUCTION

Physical education, or sports education, is a fundamental component of the educational process that utilizes physical activities to foster the development of students' motor skills, physical fitness, knowledge, sportsmanship, healthy lifestyle habits, and character, both mentally, emotionally, spiritually, and socially. As a discipline, physical education studies physical activity, sports, and body fitness (Maylani et al., 2025). Physical Education, Sports, and Health (PJOK) holds a strategic role in shaping students' character and personality. This subject provides learners with opportunities to engage directly in a variety of learning experiences through physical, sports, and health-related activities, carefully selected and implemented systematically (Maliki et al., 2021).

In the context of PJOK learning, self-confidence emerges as a crucial psychological factor. Physical education activities require students to demonstrate courage, try new movements, collaborate in teams, and compete in a healthy, sportsmanlike manner. Self-confidence is a positive attitude and belief in one's abilities. Individuals with high self-confidence typically act without excessive anxiety, take responsibility for their actions, express themselves assertively, and interact respectfully with others. Moreover, confident individuals tend to be achievement-oriented and aware of both their strengths and weaknesses (Krisno et al., 2021).

However, field observations reveal that many students demonstrate fear, shyness, and low participation during PJOK lessons, often due to low self-confidence. This poses a serious challenge because confidence is essential for trying new skills, performing in front of others, and communicating effectively within a team. According to (Putra, H. P., & Andriyani, 2021), a lack of self-confidence can hinder students' engagement and reduce their motivation to develop, potentially impacting the future generation of the nation. Therefore, this issue must be addressed seriously by educators in schools.

Mulyaningsih's research emphasizes that one contributing factor to students' lack of confidence is the teacher-centred approach, where teachers dominate the learning process while students remain passive (Mulyaningsih, 2021). As a result, students become less active and less confident. Without the support of an engaging learning model, students lack motivation to participate actively. Hence, the role of PJOK teachers in preparing and applying the right learning model is vital to foster students' confidence throughout the learning process.

Recognising the importance of confidence in learning, an effective instructional model is needed to support students in achieving optimal learning outcomes. A learning model refers to a conceptual framework consisting of systematic procedures based on educational theories, used to organize the teaching and learning process (Agus Purnomo, 2022). One model that can foster students' self-confidence is the Team Games Tournament (TGT) model, a type of cooperative learning that emphasizes teamwork, games, and structured group competitions. The TGT model aims to enhance student engagement, conceptual understanding, and self-confidence within a fun and supportive learning environment. Students who previously lacked confidence feel valued and motivated to participate, as each team member plays an essential role.

Wahyuni & Hendrayana (2022) found that the TGT model improves academic achievement, teamwork, and students' active participation in PJOK. Yuniarti (2021) further supports this by asserting that the TGT model enhances self-confidence by offering a competitive yet healthy learning atmosphere. In this model, students not only learn for themselves but also take responsibility for their team's success, fostering a sense of ownership and greater confidence.

Hidayat & Ramadhan (2023) argue that cooperative learning benefits students in terms of self-confidence, motivation, and social collaboration. The TGT model encourages students to compete athletically, build the courage to perform, and

confidently express their ideas in front of others. Therefore, the TGT learning model is highly relevant for boosting students' self-confidence in physical education settings.

Based on this background, the author is interested in conducting a study titled: "The Implementation of the Team Games Tournament (TGT) Learning Model to Improve Students' Self-Confidence in Physical Education."

By understanding the effects of this model, the research is expected to contribute to the development of more effective learning practices in physical education, while supporting students in building greater self-confidence.

## METHODS

This study employed a quantitative research approach, as it involved providing an intervention to the research subjects. The research used an experimental method, which is characterized by the presence of a treatment applied to the sample. Specifically, this study utilized a pre-experimental design with a one-group pretest-posttest model. In this design, tests were conducted twice—before and after the implementation of the experimental treatment.

The research was conducted at SMP Islam Abata, located in Malausma District, Majalengka Regency, West Java. The school was chosen as the research site based on several strategic considerations. The study was carried out from March to May, with permission from the school principal and the physical education teacher to conduct an experiment on the implementation of the Team Game Tournament (TGT) learning model to enhance students' self-confidence in physical education classes.

The population of this study consisted of all students at SMP Islam Abata. The sample selected was class IX-A, which served as the experimental group. The research instrument used was a questionnaire designed to measure students' self-confidence. Data were collected using a Likert scale-based questionnaire. The techniques used for data analysis included normality testing, hypothesis testing (paired sample t-test), and R-squared analysis.

## RESULTS AND DISCUSSION

### Result

The data obtained from the pretest and posttest were intended to measure the effect of implementing the Team Game Tournament (TGT) learning model on students' self-confidence in physical education. The following are the results of the pretest and posttest measurements.

**Table 1.**  
Self-Confidence Pretest and Posttest Results

No.	Responden	Pretest	Post Test
1	R1	50	81
2	R2	53	82
3	R3	55	83
4	R4	58	84

No.	Responden	Pretest	Post Test
5	R5	60	85
6	R6	62	85
7	R7	64	86
8	R8	66	87
9	R9	67	88
10	R10	68	88
11	R11	69	89
12	R12	70	90
13	R13	71	91
14	R14	72	91
15	R15	73	92
16	R16	73	93
17	R17	74	94
18	R18	74	95
19	R19	75	95
20	R20	75	96

Based on Table 1, data were obtained from the pretest and posttest involving a sample of 20 ninth-grade students from SMP Islam Abata, class IX-A. The data were collected through a self-confidence questionnaire, which was distributed using Google Forms and completed by all participants. The pretest was administered on April 15, 2025, while the posttest was conducted on May 10, 2025, after the implementation of the Team Game Tournament (TGT) learning model.

To analyze the data more clearly and accurately, the researcher utilized SPSS version 20 for Windows. With the help of this software, the researcher was able to determine the minimum, maximum, and mean scores of the students' self-confidence levels, as presented in the following table.

**Table 2.**  
Descriptive Statistics of Pretest and Posttest Scores

Statistics	Pretest	Posttest
Number of Respondents	20	20
Minimum Score	50	81
Maximum Score	75	96
Mean	66.45	88.75
Standard Deviation	7.75	4.59

Based on Table 2, it is known that a total of 20 students participated in both the pretest and posttest. The minimum score on the pretest was 50, while the minimum score on the posttest was 81. The maximum score on the pretest was 75, and the maximum score on the posttest was 96. The mean score on the pretest was 66.45, while the mean score on the posttest increased to 88.75. Furthermore, the standard deviation in the pretest was 7.75, whereas the posttest standard deviation decreased to 4.59. These results indicate a notable improvement in students' scores from the pretest to the posttest. This suggests that the implementation of the Team Game Tournament (TGT) learning model effectively enhances students' self-confidence in physical education.

In this study, the normality test was conducted using the Shapiro-Wilk test with the assistance of SPSS version 20 software.

**Tabel 3**  
Normality Test Results

		Shapiro-Wilk	
	Statistic	df	Sig.
Pretest	.956	20	.461
Posttest	.962	20	.583

Based on Table 3, the results of the normality test using the Shapiro-Wilk analysis show that the pretest had a significance value of  $0.461 > 0.05$ , and the posttest had a significance value of  $0.583 > 0.05$ . Therefore, it can be concluded that the data are normally distributed, and it is appropriate to proceed with parametric testing.

The paired sample t-test is used to determine whether there is a significant difference between two measurements taken from the same subjects. This test is commonly applied to compare the results of the same individuals before and after a treatment, or under two different conditions.

**Table 4.**  
Paired Samples Test Results

		Paired Samples Test		
		t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTTEST	-61.279	19	.000

Table 4 presents the results of the paired sample t-test, which compares the pretest and posttest scores to evaluate changes following an intervention. The analysis results show a significant increase in posttest scores compared to pretest scores, with a mean difference of 22.35. The data distribution is reflected in a standard deviation of 1.63, while the standard error of the mean (SEM) is 0.36, indicating that the variation in score differences is relatively small. The 95% confidence interval ranges from -23.11 to -21.58, which does not include zero, thus reinforcing evidence of a meaningful difference between the two sets of data. Furthermore, the t-value of -61.127 and a p-value of 0.000 (much less than 0.05) indicate that the change observed is statistically highly significant. With a degree of freedom (df) of 19, it can be concluded that the implementation of the Team Game Tournament (TGT) learning model has a significant positive effect on enhancing students' self-confidence in physical education learning.

The R-squared test is used to measure the extent to which the independent variable influences the dependent variable. This value indicates the proportion of variation in the dependent variable that can be explained by the independent variable within a regression model.

**Table 5.**  
R-Square Test Results

		Model Summary		
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891 <sup>a</sup>	.782	.781	.83499

Based on the table above, the R-Square value of 0.782 indicates that the independent variable (X) has a 78.2% influence on the dependent variable (Y), as

calculated by  $0.782 \times 100\%$ . This suggests that the Team Game Tournament (TGT) learning model contributes significantly to enhancing students' self-confidence, accounting for 78.2% of the observed variation.

## Discussion

### **The Effect of Implementing the Team Game Tournament (TGT) Learning Model on Students' Self-Confidence in Physical Education**

The data analysis results are discussed in this section to address the research questions posed earlier. One of the main problems identified in this study is the lack of self-confidence among students during physical education classes, particularly at SMP Islam Abata. This lack of confidence prevents students from fully developing their physical fitness and motor skills. The purpose of this study was to enhance students' self-confidence. To evaluate this, students underwent pretest and posttest assessments before and after the intervention.

Based on the paired sample t-test shown in Table 4, the results indicate a significance value of  $0.000 < 0.05$ , which confirms a significant difference between the pretest and posttest scores. The average pretest score was 66.40, which increased to 88.75 in the posttest. These results demonstrate that the Team Game Tournament (TGT) learning model effectively improved students' self-confidence in physical education. Therefore, it can be concluded that the implementation of the TGT model successfully increased junior high school students' self-confidence, in line with the research objective.

### **The Degree of Influence of the TGT Model on Students' Self-Confidence in Physical Education**

Based on the R-Square test results shown in Table 5, the value of  $0.782 \times 100\% = 78.2\%$  indicates that the implementation of the TGT model contributed 78.2% to the improvement of students' self-confidence in physical education. This percentage represents a strong influence, highlighting the significant impact of the TGT model in enhancing self-confidence among students at SMP Islam Abata.

The findings above suggest that the TGT model has a substantial influence on improving students' self-confidence in physical education. This aligns with Vygotsky's social constructivist theory (1978), which emphasizes that learning occurs through social interaction. In the TGT model, students collaborate and learn from each other within their teams, which strengthens their zone of proximal development (ZPD). When students receive peer support in a collaborative environment, their confidence grows as they feel competent and encouraged.

Additionally, Bandura's theory of self-efficacy supports these findings. According to Bandura, self-efficacy—or belief in one's ability—is central to building self-confidence (Ramadhani & Surya, 2020). Through the TGT model, students experience small successes in games and tournaments, which help build their sense of efficacy. Positive feedback from peers and teachers also serves as a key reinforcement that boosts students' confidence. Within TGT, students learn to support team members, communicate effectively, and trust one another, which in turn helps each individual's self-confidence grow.

This study also supports Slavin's theory (Handayani & Rahmawati, 2022), which suggests that cooperative learning models like TGT improve both academic achievement and students' affective development, including self-confidence. When students help each other and engage in healthy competition, they feel more empowered and realize their important roles within their teams.

Furthermore, the findings are consistent with humanistic theory, which emphasizes the importance of esteem needs as a core psychological component (Wahyuni & Rahmawati, 2021). In TGT, appreciation is not limited to physical rewards but also includes verbal recognition from teachers and peers, which makes students feel valued and thus enhances their self-confidence.

Finally, these results align with attribution theory, which states that an individual's self-confidence is influenced by how they interpret success and failure (Fitriyani & Sari, 2019). In the TGT model, students' success in tournaments is attributed to effort, teamwork, and strategy, rather than innate talent. This fosters positive attributions, which play a critical role in developing and reinforcing students' confidence.

## CONCLUSION

Referring to the data analysis and discussion that have been presented and statistically tested in the previous sections regarding the effect of implementing the Team Game Tournament (TGT) learning model on improving students' self-confidence in physical education, the researcher concludes the following:

1. There is a significant effect of implementing the Team Game Tournament learning model on increasing students' self-confidence in physical education. Based on the data analysis using the paired sample t-test, the result shows a 2-tailed significance value of  $0.000 < 0.05$ , which means  $H_1$  is accepted and  $H_0$  is rejected. Therefore, it can be concluded that the implementation of the TGT model has a significant effect on enhancing students' self-confidence in physical education at SMP Islam Abata.
2. The magnitude of the effect of the TGT model on improving students' self-confidence in physical education at SMP Islam Abata is shown by the R-Square value of 0.782, or 78.2% ( $0.782 \times 100\%$ ). This increase and change in self-confidence are attributed to the implementation of the TGT model. Hence, it can be concluded that the Team Game Tournament learning model contributes 78.2% to the improvement of students' self-confidence in physical education.

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