THE EFFECT OF COOPERATIVE LEARNING MODEL TYPE OF TEAMS GAMES TOURNAMENT AND EMOTIONAL INTELLIGENCE ON BASKETBALL PLAYING SKILLS IN STUDENTS SMK INDONESIA RAYA BANDUNG

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Abstract
In physical education learning there are several aspects that are taught, namely about fitness, healthy lifestyles and movement skills. To support the success of the student learning process, adequate facilities and infrastructure are needed. In this case, the teacher also greatly determines the success of the student learning process. Teachers can determine the appropriate learning model according to the characteristics of students. One of the commonly applied learning models is the Teams Games Tournament (TGT) cooperative learning type. The purpose of this study was to determine the effect of the TGT type of cooperative learning model and emotional intelligence on basketball playing skills. This study uses a quasi-experimental design method, using a pre-test post-test research design. The population in this study were students at SMK Indonesia Raya Bandung, the samples taken were students of class X office administration with a total of 40 students. Based on the analysis and data processing with the help of SPSS 16 using the ANOVA test, it can be concluded that there is a significant effect between emotional intelligence and the TGT model on basketball playing skills with a significance value of 0.000 <0.05.

Keyword: Teams Games Tournament (TGT), Emotional Intelligence, Basket Ball.

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Introduction

This research focuses on research students on skills in physical education learning. Education is an activity that is very important in the life of a nation, because through education, a nation can prepare its future generations better. Education is also very influential on the growth and development of children, where in education there is learning about the physical. Physical education is an educational process through physical activity. Physical education has a goal, namely to increase growth and development holistically, both cognitively, affectively and psychomotor students.

According to (Suherman, 2009) physical education is a subject that has a vital position in the development of Human Resources (HR). Therefore, physical education is a vehicle for students, because they are given the opportunity to move freely to learn many things that make their physical development grow better.

In physical education learning there are several aspects that are taught, namely about fitness, healthy lifestyles and movement skills. And to support the success of the learning

process, adequate facilities and infrastructure are needed. One of the materials taught in physical education is the big ball game. In the big ball game there are several basic materials that are taught, one of which is the game of basketball.

In physical education, students are usually less motivated in participating in the learning process at school. This can be seen from the results of the movement skills obtained by students which are sometimes unsatisfactory such as the lack of mastery of the basic techniques of movement being taught and students also find it difficult to understand the basics in a lesson. In physical education a teacher is needed seriousness to provide teaching to students so that students more easily understand the material that will be studied by students. One way to make students more motivated is to look for learning models that match the student's character. Usually students better understand physical education learning when the teacher gives a small group, so that in the group students can bring out their abilities with the support of their group friends. One of the interesting learning models applied in sports education learning is the Teams Games Tournaments (TGT) learning model. With the competition or tournament, the Teams Games Tournament (TGT) type of learning model has more points than other types of learning models. Because with the competition, it will create a fun learning atmosphere and students will have their own targets. Cooperative learning type Teams Games Tournament (TGT) creates active learning activities in solving problems and discussions between students and teachers (Veloo & Chairhany., 2013).

Methods

The method used in this study is a quasi-experimental design. According to Sugiyono (2014) Quasi Experimental Design is a development of true experimental design. This design has a control group, but cannot fully function to control external variables that affect the implementation of the experiment/experiment. However, this design is better than the pre-experimental design. Quasi experimental design is used because in practice it is difficult to obtain a control group that can be used for research.

Population & Sample

The population used in this study were students at SMK Indonesia Raya Bandung, the samples taken were students of class X office administration with a total of 40 students.

Procedure

The flow of research thinking, regardless of the type of research, always starts with a problem or obstacle, which is a gap felt by the researcher (Arikunto, 2013). First, what will be done is to formulate the problem. Second, determine the research location and then determine the data sources in the form of populations and samples, determine where the research will be carried out, select the population to be used and determine a sample that can represent the population. Third, giving a pre-test by giving a grid of questionnaires to students whose abilities are equivalent to the sample. Fourth, giving treatment using cooperative learning model type tournament team game to the sample. Fifth, provide a post-test in the form of a questionnaire to measure the extent of the change after being given treatment. Sixth, analyzing the data using SPSS 16. Seventh, concluding what has been done from the first to the sixth step.

Data Analysis

A measuring instrument in the form of a questionnaire can be stated as a good measuring tool and is able to provide clear and accurate information if it meets several criteria that have been determined by psychometricians, namely valid and reliable criteria. Therefore, so that the conclusions are not mistaken and do not provide a much different picture from the actual situation, it is necessary to test the validity and reliability of the measuring instruments used in the study (Sugiyono, 2014). Test the normality of the data using the Lilliefors normality test. Normality test, homogeneity test is carried out using the F test, namely the steps to find F, the t test is used to test whether the independent variable has an effect on the dependent variable. This test is carried out with the assumption that other variables are zero.

Result

In a study, analysis of research results or data processing is an important factor in order to test each data result that has been taken in the field. After the data from the ball test results are collected, then the data is processed and analyzed through statistical calculations.

a. Normality test

To test for normality, this study used the One-Sample Kolmogorov-Smirnov Test in SPSS 16.

Tabel.1
Basketball Test Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Pretest_Bolabasket	Posttest_Bolabasket
N		40	40
Normal Parameters[a]	Mean	19.98	23.00
	Std. Deviation	3.853	4.224
Most Extreme Differences	Absolute	.124	.169
	Positive	.124	.136
	Negative	-.098	-.169
Kolmogorov-Smirnov Z		.784	1.066
Asymp. Sig. (2-tailed)		.571	.206

a. Test distribution is Normal.

Criteria for testing normality:

1) If the significance is > 0.05, then the data is accepted which means the data is normally distributed

2) If the significance is <0.05, then the data is rejected, which means the data is not normally distributed

Based on table 1 the results of the normality test can be seen in Asymp. Sig. (2-tailed), basketball pretest 0.571 and basketball posttest 0.206 and both > 0.05. This means that all data are normally distributed.

b. Homogeneity test

The next step for statistical testing requirements is homogeneity test. This test uses Levene's test. The test is carried out through SPSS 16, the following are the results of the homogeneity test which can be seen in Table 2

Tabel. 2
Homogeneity Test Results

Levene Statistic	df1	df2	Sig.
.303	1	38	.585

Decision-making :

1) If the significance is > 0.05, then the data is accepted which means the data is taken from a population that has the same variance

2) If the significance is <0.05, then the data is not accepted, which means that the data is not taken from a population that has the same variance

Based on table 4.3 of the values generated through homogeneity testing. It can be seen that the number is 0.565 in sig. greater than 0.05 (significance> 0.05), which means that the data obtained from the test is homogeneous, i.e. all populations have the same variance.C. ANOVA test

Tabel.3
Emotional Intelligence Anova Test Results with TGT on Basketball Playing Skills.

Peningkatan					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	16.113	1	16.113	24.504	.000
Within Groups	24.987	38	.658		
Total	41.100	39			

Ho : There is no significant interaction between emotional intelligence and basketball playing skills.

Hi : There is a significant interaction between emotional intelligence and basketball playing skills.

Decision-making :

- If the significance> 0.05, then Ho is accepted
- If the significance <0.05, then Ho is rejected

The conclusion based on the results of the ANOVA test analysis in table 3 regarding the significant interaction between emotional intelligence and TGT on soccer playing skills, it is known that the value of the ANOVA test results shows a value of 0.000 <0.05, meaning Ho is rejected. So the conclusion is that there is a significant interaction between emotional intelligence and basketball playing skills at SMK Indonesia Raya Bandung.

Discussion

Based on the results of data processing and analysis conducted in this study regarding the effect of the Times Games Tournament (TGT) Cooperative learning model and emotional intelligence on basketball playing skills, the findings were obtained in the field.

- Low emotional intelligence has a significant effect on basketball playing skills, the results of data processing explain a significant increase in the experimental group that has low emotional intelligence. Not only did the initial test and the final test of basketball playing skills, the researchers also made observations through a questionnaire to find out the high and low intelligence of students.
- High emotional intelligence has a significant effect on basketball playing skills. The high emotional intelligence group in this study was given the same treatment as the low emotional intelligence group by learning basketball playing skills. Although the high emotional intelligence group only did learning as usual, and learning continued to be repeated, the authors concluded that with learning as usual, the ability to play basketball skills can change.
- The findings of the hypothesis test show that there is a difference in influence between groups that have high emotional intelligence and low emotional intelligence. Times Games Tournament (TGT) cooperative learning also has an effect on improving basketball playing skills.

Conclusion

From the results of analysis and data processing with the help of SPSS 16 using the ANOVA test, it was concluded that there was a significant effect between emotional intelligence and the TGT model on basketball playing skills with a significance value of 0.000 <0.05.

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