

## ABSTRAK

### PENGARUH MODEL KOOPERATIF TEAM GAMES TOURNAMENT (TGT) TERHADAP PENINGKATAN KREATIFITAS, KERJASAMA, DAN KETERAMPILAN BERMAIN SEPAKBOLA SISWA TUNARUNGU

Tujuan penelitian ini adalah untuk mengetahui dan menguji pengaruh model pembelajaran *team games tournament* (TGT) terhadap peningkatan kreatifitas, kerjasama, keterampilan bermain sepakbola pada siswa tunarungu. Metode yang digunakan adalah metode eksperimen dengan desain penelitian adalah *pre test and post test desain*. Populasi pada penelitian ini adalah siswa SLB Negeri Cicendo dan sampelnya adalah siswa kelas X (Sepuluh) berjumlah 20 orang. Teknik pengambilan sampel menggunakan teknik *total sampling*. Instrumen pada penelitian ini adalah instrumen kreatifitas menggunakan penelitian dari Julantine (2010, hlm. 153). Instrumen kerjasama menggunakan penelitian dari Baron dan Byane (2000, hlm. 34), dan instrumen keterampilan bermain sepak bola menggunakan GPAI (*Game Performance Assessment Instrument Components*) Metzler (2000, hlm. 363).

Hasil Penelitian bahwa pengaruh model pembelajaran *Team Games Tournament* (TGT) terhadap kreatifitas adalah t hitung (2,182) lebih besar dari t tabel (2,101) maka  $H_1$  diterima, hal ini berarti model pembelajaran *Team Games Tournament* (TGT) dapat meningkatkan kreatifitas. Kemudian pengaruh model pembelajaran *Team Games Tournament* (TGT) terhadap kerjasama dengan nilai t hitung (2,319) lebih besar dari t tabel (2,101) maka  $H_1$  diterima, artinya model pembelajaran *Team Games Tournament* (TGT) dapat meningkatkan kerjasama. Selanjutnya pengaruh model pembelajaran *Team Games Tournament* (TGT) terhadap keterampilan bermain sepakbola nilai t hitung (2,188) lebih besar dari t tabel dengan nilai (2,101) maka  $H_1$  diterima, berarti model pembelajaran *Team Games Tournament* (TGT) dapat meningkatkan keterampilan bermain sepakbola. Untuk mengetahui perbedaan antar variabel diketahui nilai P value (sig.) = 0.000. Karena p value (Sig.) < 0.05 maka  $H_0$  ditolak sehingga dapat disimpulkan bahwa terdapat perbedaan antar Model Pembelajaran *Team Games Tournament* (TGT) dan Model Pembelajaran Konvensional terhadap Skor Rata-rata Kreatifitas, Kerjasama, dan keterampilan bermain sepakbola pada siswa tunarungu.

Kesimpulan pada penelitian ini adalah terdapat pengaruh model pembelajaran *Team Games Tournament* (TGT) terhadap kreatifitas, kerjasama, dan keterampilan bermain sepakbola pada siswa tunarungu. Kemudian terdapat perbedaan Model Pembelajaran *Team Games Tournament* (TGT) dan Model Pembelajaran Konvensional terhadap Skor Rata-rata kreatifitas, kerjasama, dan keterampilan

bermain sepakbola pada siswa tunarungu. Peneliti menyarankan kepada guru yang diharapkan menguasai model pembelajaran *Team Games Tournament* (TGT).

Kata Kunci: *team games tournament*, kreatifitas, kerjasama, keterampilan bermain sepakbola

## **ABSTRACT**

### **EFFECT OF MODEL COOPERATIVE GAMES TEAM TOURNAMENT (TGT) IMPROVEMENT OF CREATIVITY, COOPERATION, AND SKILLS PLAY FOOTBALL TO DEAF STUDENT**

The purpose of this study is to investigate and examine the effect of learning model team games tournament (TGT) to the increase of creativity, cooperation, skill playing football in deaf students. The method used is an experimental method with pre-test research design is the design and post test. The population in this study were students SLB Cicendo and the sample is class X (Ten) amounted to 20 people. Sampling technique using total sampling technique. Instrument in this research is the use of research instruments creativity of Julianine (2010, p. 153). Instruments of cooperation using the research of Baron and Byane (2000, p. 34), and instrument playing football skills using the GPAI (Game Performance Assessment Instrument Components) Metzler (2000, p. 363).

Research results that influence learning model Team Games Tournament (TGT) to creativity is  $t$  (2.182) is greater than  $t$  table (2.101) then  $H_1$  is accepted, this means learning model Team Games Tournament (TGT) can increase creativity. Then the influence of the learning model Team Games Tournament (TGT) to the cooperation with the  $t$  value (2,319) is greater than  $t$  table (2.101) then  $H_1$  is accepted, it means learning model Team Games Tournament (TGT) can improve collaboration. Furthermore, the influence of the learning model of Team Games Tournament (TGT) to play football skills  $t$  value (2.188) is greater than  $t$  table with the value (2.101) then  $H_1$  is accepted, it means learning model Team Games Tournament (TGT) can improve the skills of playing soccer. To find the difference between the known value of the variable P value (sig.) = 0.000. Since the p value (Sig.)  $<0.05$  then  $H_0$  is rejected so it can be concluded that there is a difference between Learning Model Team Games Tournament (TGT) and Conventional Learning Model to Score average Creativity, Cooperation, and the skill to play football in deaf students.

The conclusion of this research is that there is influence learning model Team Games Tournament (TGT) to creativity, cooperation, and skill to play football in deaf students. Then there are differences in Learning Model Team Games Tournament (TGT) and Conventional Learning Model to Score average creativity, cooperation,

and skill to play football in deaf students. Researchers suggest that teachers are expected to master the learning model Team Games Tournament (TGT).

Keywords: team games tournament, creativity, cooperation, skill playing football