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The effect of Contextual Teaching Learning (CTL) and Teams Games Tournaments (TGT) Learning Methods on Physical Fitness Satisfaction Levels

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Abstrak

This experimental research was implemented in two elementary schools, namely SDN Kaduronyo 1 as the experimental class and SDN Palembang 2 as the control class. Before carrying out the research, the conditions must be met: the population and sample must be homogeneous or the same. When the two groups are homogeneous or the same, then normality can be measured by carrying out the normality test. The normality test results showed that the initial questionnaire data for experimental learning outcomes was 0.094> 0.05, the final questionnaire for experimental learning outcomes was 0.088> 5, the significance of the experimental group pretest was 0.034> 0.05, and the post-test experiment was 0.19. Meanwhile, from the results of the normality test for the control class, it was found that the initial questionnaire data for control learning outcomes was 0.200> 0.05, the initial questionnaire for control learning outcomes was 0.200> 0.05, the post-test for the control group 0.200> 0.05 and post-test 0.200> 0.05. So the data from the experimental group are normally distributed. So, the data from the control group are normally distributed. The results of the Contextual Teaching and Learning (CTL) and Teams Games Tournaments (TGT) learning methods on high Physical Fitness can be seen from the calculation of increased student learning outcomes, from 13.3% to 17.8%. There is a significant influence of the Contextual Teaching and Learning (CTL) and Teams Games Tournaments (TGT) learning methods on Physical Fitness; this can be seen from the results of the independent sample t-test calculation on learning outcomes it can be seen that the price is sig = 0.001 with a significance level of 0.05. Thus the probability is smaller than 0.05. This fact shows that the

variance of learning outcomes between the experimental and control classes has a significant effect.

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INTRODUCTION

Learning strategies or methods are the main thing in the teaching and learning process to achieve success in learning goals, educators must certainly be able to develop creative, innovative and educational learning strategies so that students can be interested in the learning that educators provide. Contxtual Teaching and Learning (CTL) strategy is one of the learning strategies that experts or experts commonly use in learning. This is as stated by Blachard, et al in Kokom Komalasari (2014, p. 06) suggests that:

Contextual Teaching and Learning is a concepsion of teaching and learning that helps teachers relate subject matter content to real world situauions; and motivates students make connections between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

Contextual Teaching and Learning is a teaching and learning concept that helps teachers relate subject matter content to real-world situations; and motivate students to make connections between knowledge and its application in their lives as family members, citizens, and workers and engage in the hard work that learning requires.

As a learning strategy, CTL according to Wina Sanjaya (2010: 110) has 7 roles / pillars. These roles are the basis of the implementation of learning activities using CTL strategies. Often these roles are referred to as parts of CTL. Here are seven roles or components of CTL. a) Constructivism is an attempt to design new cognitive (knowledge) in the structure of knowledge of learners through experience. Constructivism assumes that knowledge comes from outside, but that experience is constructed by oneself on experience. b) Inquiry it is a learning process based on seeking and discovering / discovery through the experience of thinking systematically and logically. Inquiry assumes that knowledge developed does not come from the fact of remembering, but the result of the process of discovering itself. c) Questions are an aspect of urgency in teacher and learner learning activities. Asking questions can be thought of as a stimulus to gain curiosity, and answering questions illustrates that a person is thinking.

It is a habit that exists in society in the form of a community, CTL also has the characteristics of learning in heterogeneous groups, both can be known from the competence and ability of learning or known from the talents and interests of students.

Is a learning activity by making a model or example of something as a pillar that can be imitated by students. For example, the teacher

teaches how to use a device such as a laptop, or by teaching from an example language from English, it can also be an art teacher giving examples of how to play the guitar.

It is an activity to introduce experience by hierarchizing or reordering previous concepts meaningfully. Reflection is able to guide learning into the structure of student knowledge which is the stage can be part of the knowledge obtained by students. Learning lecture or conventional methods always leads to the process of intellectual development with evaluation instruments used limited to test instruments.

In terms of advantages or advantages in the Contextual Teaching and Learning (CTL) learning strategy stated according to Herwono and An-nisa (2015: 30) suggests that the advantages of the Contextual Teaching and Learning (CTL) strategy are as follows: 1) Learning becomes more meaningful and real.

This means that students are required to be able to understand the relationship between the learning experience at school and real life. This is very important, because by being able to connect the learning found in the classroom with real life, not only for students the material will function functionally, but the material learned will be tightly embedded in the memory of students, so it will not be easily forgotten. 2) Learning is more active and able to create concept reinforcement to students because the CTL learning method is actually in line with constructivism, where a student is required to find knowledge by itself. Through the philosophical foundation of constructivism, learners are expected to learn through "experiencing", applying, rather than "memorizing", remembered instantly.

From this presentation, it can be concluded that the advantage of Contextual Teaching and Learning (CTL) learning strategies is that students can be productive in learning activities and student knowledge develops in accordance with the learning experience that has been experienced.

The advantages of contextual learning or CTL stated by Aris Shoimin (2014: 44) are as follows: a) Contextual Teaching and Learning (CTL) learning is able to involve students' thinking activities deeply, physically and mentally students. b) Contextual Teaching and Learning (CTL) learning can make students experience learning activities not by memorizing for a moment, but the learning process by experiencing directly and related in real life. c) Classes in CTL are not only used as a place to get information, or ideas but a place to test the knowledge of student findings in the field. d) The subject matter/topic is chosen by the students themselves, not the result of someone else's explanation.

In line with the explanation above, as for the additional opinions of the experts above, it can be concluded that the advantages or advantages of the Contextual Teaching and Learning (CTL) strategy are as follows: Learners can create new knowledge from any environment as a source of learning. Students can work together with the teacher to correlate the concepts of the lessons learned with real circumstances and relate the relationships between the concepts of the lessons taught in students' daily lives. Students will gain

experience or learning activities directly from things that are usually done to analyze, face, and solve problems in learning that are or will occur. Students allow to review and prove their experiments directly from learning activities learned in school. Students are able to think logically and enthusiastically in learning.

There are weaknesses or shortcomings in contextual strategies or so-called Contextual Teaching and Learning (CTL) learning strategies. According to Herwono and An-nisa (2015: 30), the shortcomings of the Contextual Teaching and Learning (CTL) strategy are as follows: Teachers are more often in guiding because students will continue to be observed in this CTL strategy. The teacher is no longer the main informer. The task of the teacher is to manage the class as a team that must work together to find thinking activities and create new motor skills (skills) for students. Students are considered as someone who is developing their identity. Individual learning abilities are always influenced by the development of active thinking learning and how extensive life experiences are experienced.

The role of a teacher is not only as a manager (coach) or "ruler" who imposes the wishes of students, but the teacher is a guide for students to be able to learn according to the learning process and stages they face. Teachers need extra attention and guidance to students so that learning targets are in accordance with what has been designed in teacher planning.

The TGT cooperative learning model is one type or model of cooperative learning that is easy to apply, involves the activities of all students without any difference in status, involves the role of students as peer tutors, and contains elements of play and reinforcement. (Kodir, 2011:92). The TGT model was developed natively by David de-vries and Keath Edward (1995). In this model, students play games with other team members to earn additional points for their team score. (Trianto, 2010:83) Expert opinions regarding the TGT model of cooperative learning include:

According to Saco (2006), in the temas games Tournament (TGT) model students play games with other team members to get scores for their respective teams. Games can be arranged by teachers in the form of quizzes in the form of questions related to the subject matter. Sometimes it can also be interspersed with questions related to the group.

Learning activities with games designed in the TGT model of Cooperative learning allow students to learn more relaxed while fostering responsibility, cooperation, healthy competition, and learning engagement. There are five main components of involvement in TGT:

At the beginning of learning, teachers deliver material in class presentation, usually done by direct teaching or by lectures, teacher-led discussions. Students are expected to understand well because the presentation delivered will be a supporting thing during group work, games, and to determine group scores. Groups usually consist of 4 to 5 students whose members are based on academic achievement, gender, and race or ethnicity. The function of the group is to

further explore the material with the group so that it can work optimally during the game.

Gameter yourself from questions designed to test the knowledge students gain from presenting group learning classes. Usually tournaments are held at the end of the week or in each unit after the teacher has made a class presentation and the group has done the worksheets. The first tournament the teacher divides the students into several tournament tables. The three highest students of the presentation are grouped at table I, the next three students at table II, and so on. The teacher then announces the winning groups, and each group will receive a certificate or prize if the average score meets the specified criteria. The group gets the nickname "super team" if the average score reaches 45 or more, "great team" if the average reaches 40-45, and "good team" if the average is 30-40. (Komalasari, 2013).

Disadvantages and Advantages of the Model (TGT) The Teams Gemas Tournament (TGT) type cooperative learning model basically has a number of advantages and disadvantages. The advantages and disadvantages are presented in the following table:

Table Disadvantages and advantages of the Model (TGT)

Superiority	Excess
- Student involvement in teaching and learning - Pesert didik becomes a passion for learning - The knowledge obtained by learners is not solely from the teacher, but also through construction by the learners themselves - Can cultivate a positive attitude in oneself, such as: cooperation, tolerance, and can accept the opinions of others - The prizes and rewards given will provide encouragement for learners to achieve higher results - The formation of small groups can make it easier for teachers to monitor the learning process.	- For beginner teachers, this model fosters a lot of time. - Requires adequate facilities and infrastructure such as preparation for tournament questions. - Students are accustomed to learning with gifts.

Learning outcomes are changes obtained by students after experiencing learning activities. The changes obtained depend on what the student learns. A person's success in the teaching and learning process is most measured by measuring learning tests, which are given at the end of learning or at the end of the semester.

The learning outcomes that can be produced by students depend on the learning process. Learning outcomes are the abilities or achievements of students that students achieve after going through the teaching and learning

process. Sudjana (2011) states that learning outcomes are the abilities that students have after they receive their learning experience.

Learning outcomes are evidence that someone has learned, which is seen from changes in behavior in the person from not knowing to knowing and not understanding to understanding (Hamalik 2014). The learning outcomes achieved by students are influenced by two main factors, namely internal factors and external factors. According to Slameto (2010: 54), these factors can be described in two parts, namely:

a. Internal factors
   1. Physical factors, which include: a) Health Factors, b) Body Disabilities.
   2. Psychological factors, which include: a) Intelligence, b) Attention, c) Interest, d) Talent, e) Motive, f) Maturity and g) Readiness.
   3. Fatigue factor

b. External factors

1. Family factors

   Students who learn will receive influence from the family in the form of: the way parents educate, relationships between family members, household atmosphere and family economic conditions.

2. School factors

   School factors that affect learning include teaching methods, curriculum, teacher-student relations, student-student relations, school discipline and school time, lesson standards, building conditions, learning methods and homework.

3. Community Factors

   Society is very influential on student learning because of the existence of students in society. Like student activities in society, mass media that also affects positively and negatively, the influence of students' friends and community life around students also affects student learning.

METHODS

This experimental research design uses Factorial Design 2x2. Research design by taking into account the possibility of moderator variables that affect the treatment (independent variable) of the results (dependent variable).

Table Factorial Design (2x2 Factorial Design)

Moderator Variables / Method		Conventional Method	Contextual Teaching Learning (CTL) and Teams Games Tournament (TGT)
Learning Outcomes	Tall	Y11	Y12
	Low	Y 21	Y22

It can be concluded that participants are subjects involved in mental and emotional activities physically as participants in responding to activities carried out in the teaching and learning process and supporting the achievement of goals and responsible for their involvement.

In this study researchers involved several participants, namely:

1. SDN Kaduronyok 1 and SDN Palembang 2, Cisata District, Pandeglang Regency Research activities certainly require a research place that will be used as a background to obtain the necessary data to support the achievement of research objectives. This research was carried out at SDN Kaduronyok 1 and SDN Palembang 2 Cisata District, Pandeglang Regency, due to various considerations, including: a) There has been no previous research on research that will be carried out now, namely the influence of contextual teaching learning and teams games tournament learning methods on physical fitness on learning outcomes. b) Appropriate and in accordance with the conditions needed in this study (relevant). c) Facilities and data are available. d) SDN Kaduronyok 1 and SDN Palembang 2, Cisata District, Pandeglang Regency gave permission to researchers to conduct research.
2. Principal of SDN Kaduronyok 1 and SDN Palembang 2, Cisata District, Pandeglang Regency. The principal is a teacher who is given the additional task of leading a school that organizes the teaching and learning process or where interaction occurs between teachers who provide lessons and students who receive learning. The principals of SDN Kaduronyok 1 and SDN Palembang 2, Cisata District, Pandeglang Regency, in this study assisted the licensing process in the research conducted. In his consideration, the principal can provide information about school profiles, student academics, curriculum, facilities, and student activities Eskul (Extra-curricular)
3. Students of SDN Kaduronyok 1 and SDN Palembang 2, Cisata District, Pandeglang Regency. Students as subjects of this study due to the lack of optimal physical education learning in accordance with the demands of the Curriculum (Kurtilas), so the researcher made the Contextual Teaching Learning (CTL) and Teams Games Tournament (TGT) method

The population in this study is students of SDN Kaduronyok 1 and SDN Palembang 2 Cisata District, Pandeglang Regency, here is the population in this study.

FINDINGS AND DISCUSSION

The research entitled "The Effect of Contextual Teaching Learning And Teams Games Tournament Learning Method on Physical Fitness on Learning Outcomes of Grade V Elementary School Students" The research was conducted at SD Negeri Kaduronyok 1 as an experimental class of 18 students and SD Negeri Palembang 2 as a control class of 20 students in Cisata District,

Pandeglang Regency. The subjects of the study used were 38 grade V students.

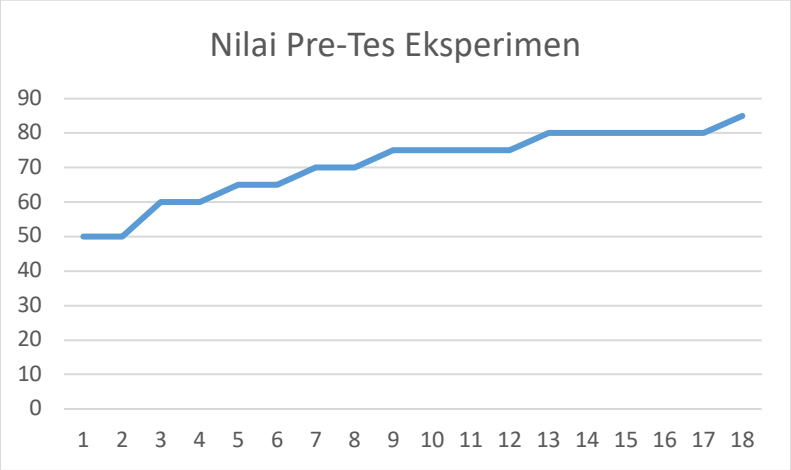
Thus, this benchmark does not apply to measuring physical fitness for those who do not belong to that age group. Categories by distinguishing also genders where the male and female categories. In this study, researchers conducted tests on elementary school students whose average students were 11 years old, then the assessment and size of each test used test sizes for the age group of 6-12 years.

The Indonesian physical fitness test for elementary school level or equivalent age 10-12 years there are test items including being assessed using a value table with reference to established norms.

Instrument trials are carried out to determine the validity and reliability of the instrument so that the instrument (questionnaire) can be used for data collection. Instrument trials in the form of questionnaires were tested to 30 respondents. The results are as follows:

The results of the statistical test description above are known from the number of students as many as 18 people with a maximum score of 85 and a minimum value of 40, mean and 70.83 and a standard deviation of 10.467. In addition, to see the pre-test scores of the Contextual Teaching Learning And Teams Games Tournament (SDN Kaduronyok 1) class on physical fitness, it can be seen in figure 4.1 below.

Figure Experimental Class Pre-Test Value Diagram



The implementation of this experimental research was carried out in two elementary schools, namely SDN Kaduronyo 1 as an experimental class and SDN Palembang 2 as a control class. Before the implementation of the study, the conditions that must be met are in the population and the sample must be homogeneous or the same. When the two groups are homogeneous or the same, normality can be measured by conducting a normality test.

The results of the normality test are known in the initial questionnaire data of experimental learning outcomes of

0.094>0.05, the final questionnaire of experimental learning outcomes of 0.088>5, the pretest of the experimental group the significance is 0.034>0.05 and the Experimental Post test is 0.19. Meanwhile, from the results of the control class normality test, it is known that the initial questionnaire data on control learning outcomes is 0.200>0.05, the initial questionnaire of control learning outcomes is 0.200>0.05, the posttest of the control group is 0.200>0.05 and the post test is 0.200>0.05. Then it can be concluded that the data from the experimental group are normally distributed. So, it can be concluded that the data from the control group are normally distributed.

This experimental research uses Contextual Teaching and Learning (CTL) and Teams Games Tournaments (TGT) learning models on physical fitness on the learning outcomes of grade V elementary school students applied to the experimental class and then compared to the control class. Cooperative learning is a student learning activity carried out in groups. The group learning model is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated (Sanjaya, in Rusman, 2010: 203).

To determine the level of learning success with the Contextual Teaching and Learning (CTL) and Teams Games Tournaments (TGT) model approach in terms of learning outcomes and the ability to process physical fitness, a reference to the minimum completeness criteria (KKM) set by the school is 75. The learning approach in terms of learning outcomes in physical fitness is said to be effective if 75% of students complete learning or the average classical posttest learning achievement and mathematical communication skills achieve KKM scores. Meanwhile, to determine the level of effectiveness of the Contextual Teaching and Learning (CTL) and Teams Games Tournaments (TGT) learning models in terms of student fitness aspects based on the table of student learning success criteria on physical fitness. Learning has an effective influence on aspects of learning outcomes if the minimum average score achieved is a good category or reaches a minimum score.

Based on the results of the statistical test one sample t-test, student learning outcomes on physical fitness with the Contextual Teaching and Learning (CTL) and Teams Games Tournaments (TGT) learning model approaches are reviewed from the aspect of student learning outcomes on physical fitness.

According to Borich (2007: 389) one of the purposes given games and tournaments is to show mastery of the material that students have learned. In principle, if all students are able to combine their abilities in the group well, then the group has the opportunity to become the group with the highest score. The higher the desire of group members to make their group successful, the more likely they are to cooperate and help each other.

The award given by the teacher to the three best groups also greatly motivates students to learn physical fitness well and seriously. If students want their group to be rewarded by the teacher, then they must help

their teammates to do their best and show the norm that learning is important and fun. The approach of the Contextual Teaching and Learning (CTL) and Teams Games Tournaments (TGT) learning model of the majority of them has not been able to solve the questions in accordance with the steps of communication skills that require students to do the questions in sequential, complete, and thorough steps. Most students are less thorough in understanding problems, do not have a pattern in writing solutions, the solutions are not perfect, and they are not used to testing the results that have been obtained. They always assume that when they do a problem, the most important thing is the final answer, not the process.

Based on the results of the analysis, it is obtained that the null hypothesis is accepted. This means that there is no difference in student learning outcomes between learning using the Contextual Teaching and Learning (CTL) and Teams Games Tournaments (TGT) learning model approach with the ability to master the material on students' physical fitness caused by the level of student concentration or the interaction between the learning model and the level of concentration on increasing student attention.

CONCLUSION

Based on the description of the results and discussion of the research, the author makes the following conclusions. The results of the *Contextual Teaching and Learning (CTL) and Teams Games Tournaments (*TGT) learning methods on high Physical Fitness, this can be seen from the calculation of the increase in student learning outcomes, from 13.3% to 17.8%.

There is a significant influence of *Contextual Teaching and Learning (CTL) and Teams Games Tournaments (* TGT) learning methods on Physical Fitness, this can be seen from the results of the calculation of independent sample t_{test} on learning outcomes it can be seen that the price of sig = 0.001 with a significance level of 0.05. Thus the probability is smaller than 0.05. This fact shows that the actual variance in learning outcomes between the experimental class and the control class is that there is a significant influence.

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