Proceeding International Webinar Series – Educational Revolution in Post Covid Era
"Teaching and Evaluation for Children in Covid Era"
Faculty of Education, Universitas Negeri Malang
ISBN: 978-602-5445-13-2

APPLICATION OF TGT (TEAMS GAMES TOURNAMENT) LEARNING MODEL TO IMPROVE THE RESULTS OF LEARNING NATURAL RESOURCES OF CLASS IV STUDENTS

Asnaul Lailina Nikmatuz Zahrok[1], Suminah[2], Yuniawatika[3]
[1,2,3]Department of Early Childhood and Primary Education, Universitas Negeri Malang
E-mail: asnaulnz@gmail.com

Abstract: This research is motivated by the low student learning outcomes on natural resource material. The purpose of this study is to find out the application of the TGT (Teams Games Tournament) learning model in improving the learning outcomes of class IV-A students of SDN Pakunden 1 in Blitar City. This type of research is a Classroom Action Research (CAR) with a qualitative approach. This research was conducted in two cycles including pre-action, first cycle, and the second cycle. The percentage of classical learning completeness in pre-action was 24%, cycle I 50%, and cycle II 89%.

Keywords: learning outcomes, natural resources, TGT learning model.

INTRODUCTION

Learning is a series of complex and interrelated activities consisting of preparation, implementation, and evaluation. Learning aims to empower the potential within students to become competent. Learning is said to be successful if the learning objectives can be achieved which is characterized by an understanding of the material and the activeness of learning in students. Learning success cannot be separated from the teacher's role as a professional educator, namely in providing information and ease of learning to students.

The implementation of learning in primary schools, especially in social studies content, is still found various problems that can come from teachers and students. This problem also occurs in students of class IV-A SDN Pakunden 1 Blitar City. Based on observations of pre-action conducted on social studies learning on natural resource material, the results are obtained that: (1) the implementation of varied methods and learning models, (2) the lack of maximum use of instructional media, this is evidenced by teachers who only utilize blackboards during learning takes place, (3) students are passive and less involved in learning, (4) there is no reinforcement in learning. This has an impact on the low value of student learning outcomes. The Minimum Mastery Criteria (KKM) set for social studies content in class IV-A is 70, while of 21 students there are only 5 students who have achieved the Minimum Mastery Criteria (KKM) so that the percentage of classical learning completeness is 24% with very fewer categories.

To overcome these problems, the teacher as a determining factor for learning success should be able to create learning activities that can attract and foster student learning interest so that learning objectives can be achieved. This can be realized through the application of models and learning

methods that are appropriate to the learning needs of students. The learning model that can be used to increase student activity in learning in accordance with the above problems is the TGT (Teams Games Tournament) learning model.

The TGT (Teams Games Tournament) learning model is one type of cooperative learning. Huda (2013: 197) stated "in the TGT (Teams Games Tournament) learning model each student is assigned to study the material first with group members, after which they are tested individually through academic games". Such learning activities enable the role of students as peer tutors, where students in a group will work together, guide, and help solve learning problems with each other.

Learning that is packaged in the form of a game allows students to learn more relaxed and happy. Isjoni (2012: 61) suggested that "a happy mood without pressure can facilitate students in understanding the subject matter". Games in the TGT learning model (Teams Games Tournament) consist of cards consisting of questions about the material that has been learned. The existence of the tournament can train students to compete in a healthy manner and encourage students to study harder, which in turn can improve student learning outcomes.

METHOD

Research conducted at SDN Pakunden 1 Blitar City used a qualitative approach. The qualitative approach is intended to reveal problems through data collection on natural object conditions and the researcher acts as a key instrument whose presence is absolutely necessary. While the type of research used is Classroom Action Research (CAR). According to Kusumah (2010: 9) "Classroom Action Research (CAR) is research conducted by teachers in their own classrooms by (1) planning, (2) carrying out, and (3) reflecting collaborative and participatory actions with the aim of improving their performance as a teacher, so that student learning outcomes can improve ". This research was conducted in 2 cycles, each consisting of 4 stages of research, namely: (1) planning, (2) action, (3) observation, and (4) reflection.

The data in this study are process data and outcome data. Process data were obtained through observing the activities of teachers and students during the learning process using the TGT (Teams Games Tournament) learning model. Results data were obtained from the comparison of student learning outcomes in the pre-action, cycle I, and cycle II stages. While the data collection techniques used in this study were interviews, observation, tests, documentation, and field notes.

The data sources in this study were teachers and students of class IV-A SDN Pakunden 1 in Blitar City in the 2018/2019 school year, with a total of 21 students consisting of 8 boys and 13 girls. The intended teacher is the researcher who takes the action of teaching natural resource material using the TGT learning model (Teams Games Tournament).

RESULT AND DISCUSSION

Pre-Action

Activities undertaken by researchers in the pre-action stage are observing social studies learning in class IV-A conducted by class IV-A teachers with basic competencies 3.1, namely identifying the characteristics of space and the use of natural resources for the welfare of the community from the city/district level to the provincial level. Observations were made on Thursday, January 17, 2019, in class IV-A SDN Pakunden 1 Blitar City. In this activity, the researcher acts as an observer who observes the course of learning on social studies content. Learning activities carried out by class IV-A teachers opened with greetings.

The teacher invites students to pray continually to check the presence of students. Learning continues on the core activity, where the teacher explains material about natural resources using the lecture method. When the teacher explained the material, many students did not pay attention to. Some students talk to their peers, students who sit near the window always look out of the classroom, and students who sit in the back of the bench read storybooks. After the material is delivered the teacher gives the opportunity to ask students, but no one asks.

Furthermore, students are given the task to work on the questions in individual student books. The classroom atmosphere is calmer when students work on the questions but some students still seem to play with their writing instruments, some even walk around to see other friends' answers. After finishing the students together match the results of their work. In the final activity, the teacher does not conclude the material that has been learned and does not provide reflection.

Most students still do not understand the material well so that the impact on student learning outcomes is low. This is evidenced through the value of student learning outcomes obtained, namely from 21 students there are only 5 students who complete the learning. Classical learning completeness is 24% with a very poor category so that learning is still not successful.

Cycle I

Actions in the first cycle are carried out based on observations and reflections at the pre-action stage. In cycle I the researcher will apply the TGT learning model to overcome the problems that arise in pre-action. Before implementing the action, the researcher first designs the RPP according to Basic Competency (KD) 3.1, which is identifying the characteristics of space and the utilization of natural resources for the welfare of the community from the city/district to the provincial level, using the TGT (Teams Games Tournament) learning model, preparing media learning in the form of videos and pictures about natural resources, making question cards to be used in tournament activities, compiling group activity sheets, compiling final tests, and preparing data collection instruments such as cameras, teacher activity sheets, student activity sheets, and field notes sheets.

Cycle I of the first meeting was held on Tuesday, January 22, 2019, with an allocation of 2x35 minutes. The teacher starts the learning by saying the opening greeting, then the teacher asks the class leader to lead the prayer before learning, and proceed with checking the presence of students. The teacher conveys the material to be studied followed by the learning objectives. Furthermore, learning continues on core activities. The teacher presents the material using the lecture method and displays videos of the potential of natural resources in the highlands and lowlands to support students' understanding of the material presented. While students listen, take notes, and observe videos that are displayed by the teacher.

Then the teacher divides students into four heterogeneous groups with a group of five. The teacher distributes group activity sheets and asks students to complete them. After completing the group assignments, each group representative presents the results of the group discussion. The defense activities continued with the tournament. The teacher first determines the group division for the tournament and asks students to immediately occupy the tournament table. The teacher guides the tournament and records the scores obtained by each player. The score is summed as a group score. The group with the highest score received an award from the teacher. Next students return to the classical class and work on the final test of learning individually. Before ending the learning activities, the teacher asks students to summarize the material that has been learned and proceed with a closing greeting

The first meeting was held on Thursday, January 24, 2019, with an allocation of 2x35 minutes. The teacher starts the learning activity by saying an opening greeting. Then the teacher asks the class leader to lead the prayer before learning and proceed with checking the presence of students. The teacher conveys the material and learning objectives continued apperception. The material learned at this meeting was natural resources in the surrounding environment.

Then the teacher conveys the material to be studied in outline. The teacher delivers learning material using the lecture method while students listen and take notes. The teacher also intersperses the presentation of material with video to increase student understanding. Students watch the videos and pictures displayed by the teacher carefully.

After the material is delivered, the teacher forms students into four heterogeneous groups with five members each. The teacher distributes group activity sheets and explains each group's assignments. Each group discussed to solve the questions on the group activity sheet. After completion, the teacher asks representatives of each group to read the results of their group discussions. Next, the teacher guides students to do the tournament. The teacher determines and assigns players to the tournament. The teacher also reads the rules of the tournament and asks students to pay attention to it. Then the teacher asks each group to determine the reader and the challenger. Then students play the game with the guidance of the teacher and turn around in the next

question. After the tournament ends, the teacher sums up the scores each student receives as a group score. The group that gets the highest score gets an award from the teacher.

Next, students return to classical classrooms. The teacher distributes the final test of learning to students and gives time to work on it. Before ending the learning activities, the teacher reflects on asking how students feel about the learning that has been carried out. Then the teacher ends the learning activity with a closing greeting.

The application of the TGT (Teams Games Tournament) learning model to natural resource material carried out in cycle I was still unsuccessful. This is evidenced by the value of student learning outcomes obtained. Classical learning completeness in the first cycle of the first meeting was 35% and increased in the second meeting which reached 50%. However, the completeness of classical study obtained in the first cycle still does not meet the minimum criteria that have been determined, so that further research is still needed in the second cycle.

Cycle II

Actions in cycle II are carried out based on observations and reflections in cycle I. Deficiencies in cycle I am corrected in cycle II. The activities carried out in planning cycle II is designing RPP according to Basic Competence (KD) 3.1, which is identifying the characteristics of space and utilization of natural resources for the welfare of the community from the city/district to the provincial level using the TGT (Teams Games Tournament) learning model, preparing media learning in the form of videos and pictures and thematic maps about the distribution of natural resources, making question cards to be used in tournament activities, compiling group activity sheets, compiling final tests, and preparing data collection instruments such as cameras, teacher activity sheets, student activity sheets, and field notes.

Cycle II of the first meeting was held on Tuesday, January 29, 2019, with a time allocation of 2x5 minutes. Learning begins with the teacher saying the opening greetings. Then the teacher asks the class leader to lead the prayer before learning. The teacher also checks the presence of students. Next, the teacher conveys apperception, the material to be learned, and the learning objectives. The material learned at the first meeting was natural resources in Blitar District. At the core activity, the teacher conveys the learning material in outline by the lecture method, interspersed by displaying videos and pictures. While students listen to the teacher's explanation, watch the video, and take notes on the material. Next, the teacher asks students to ask for material that is not yet understood and continue classical questioning.

Then the teacher divides and guides students to form four groups in a heterogeneous manner and gives a group activity sheet that contains several questions in each group. Each student works together to complete a group assignment, while the teacher goes around and guides the group that is

having difficulty. After completing the group assignments, the group representative reads the results of the group discussion and is responded to by other groups.

Next, the teacher determines the division of players for the tournament. Students with high academic abilities from each group joined in one table, as well as students with moderate or low academic abilities. The teacher asks each group to determine the reader and the challenger. Students play the game and spin positions on the next problem until all participants have finished playing. The teacher sums up each player's score as a group score and reads out the score of each group so that each group knows the score. The group that gets the highest score gets an award from the teacher.

Students return to classical classrooms and take final tests of learning. Next, the teacher asks students to summarize the material they have learned. The teacher also motivated to study harder and always maintain the preservation of natural resources. Then the teacher reflects on by asking how students feel during the learning process. Then the teacher ends the learning activity with a closing greeting.

The first meeting was held on Thursday 31 January 2019. Learning at the second meeting was started by the teacher by saying the opening greeting and asking the class leader to lead the prayer before learning, followed by checking the attendance of students. Then the teacher conveys the material to be learned and the learning objectives. The material learned at the second meeting was natural resources in East Java. Next, the teacher conveys apperception and continues to convey the main points of the material to be studied.

At the core activity, the teacher conveys material using the lecture method, while students listen and take notes. The teacher also displays a thematic map about the distribution of natural resources in East Java, and asks students to observe them. Then the teacher and students do the classical question and answer related to the material. After the material is delivered, the teacher divides students into four groups heterogeneously. The teacher asks students to gather with their group members and give a group activity sheet that contains several questions to do together. After completing the group assignment, the teacher asks the group representative to read the results of the discussion.

Learning activities continued with the tournament. The teacher determines the division of students for the tournament. Students with high academic abilities from each group join one table, as well as students with moderate and low academic abilities. The teacher reads the rules of the tournament and asks students to pay attention to it. Then the teacher asks each group to determine the reader and the challenger. Each student plays a game and rotates to the next question. The teacher guides the course of the tournament and records the acquisition of each student's score. The teacher reads out the scores for each group and gives prizes to the group that gets the highest score.

Next, the teacher asks students to return to the classical class. The teacher distributes the final test of learning and gives students time to work on it. Then the teacher asks students to conclude the material that has been studied followed by reflection on learning. The teacher asks how students feel during the learning process. The teacher also gives motivation to students to always study hard and always maintain the preservation of natural resources. The teacher ends the learning activity with a closing greeting.

The application of the TGT (Teams Games Tournament) learning model to natural resource material in cycle II has been successful. This was proven by increasing student learning outcomes. The percentage of classical learning completeness at the meeting I was 71% and increased to 89% at meeting II. The percentage of classical learning completeness has reached the established criteria, so that research can be stopped in cycle II.

Application of TGT (Teams Games Tournament) Learning Model to Class IV-A students of SDN Pakunden 1, Blitar City

The steps of the TGT (Team Game Tournament) model in Slavin's opinion (2015) are (1) the teacher makes a class presentation, (2) the teacher divides students into small groups in a heterogeneous manner, (3) the teacher guides students to do games and tournaments, and (5) the teacher gives an appreciation for the group's achievements. The application of the TGT (Teams games Tournament) learning model by the teacher will be explained as follows.

The implementation of learning in the first cycle is still not following the Learning Implementation Plan (RPP) that has been made. The discrepancy is (1) the teacher has not given apperception related to the material to be studied, (2) the teacher has not submitted the steps of the TGT (Team Game Tournament) learning model in detail so that students are still confused about what they have to do, (3) the teacher not maximal in guiding students when group activities, (4) the teacher has not explained the tournament rules in detail so students are still confused when carrying out the tournament, (5) the teacher does not read the scores for each group so that the classroom atmosphere becomes noisy because students ask questions about each other's score, and (6) at the end of learning the teacher has not reflected learning and does not draw conclusions related to the material that has been learned. Besides, the teacher still lacks mastery of learning materials and conveying the teacher's material is still in a hurry and uses non-standard language. The percentage of teacher activity in the first cycle of the meeting I was 76% with enough categories and increased to 84% with good categories at meeting II.

Student activities in the first cycle are still very lacking. That is because students have not been active in asking or answering questions from the teacher as well as in group activities and tournaments. Students have not been fully active in collaborating and exchanging opinions in group activities. Besides, some students ask the teacher to exchange groups with other students, this is

because students are accustomed to grouping with their classmates or friends that they like so that when the teacher determines group divisions that are slightly different than usual students need adjustments. While in tournament activities students still do not understand how to play the game and still lack of confidence in answering, because the teacher is not optimal in guiding students during the tournament.

The percentage of student activity at the first meeting was 56% with a very low category and increased to 76% at the second meeting with the sufficient category. The implementation of learning in cycle II has increased. The teacher has implemented learning following the Learning Implementation Plan (RPP) that has been made and is based on the results of reflection in cycle I. This is evidenced through an increase in the percentage of teacher activity. At the first meeting, the percentage of teacher activity reached 92% with a very good category, while at the second meeting the percentage of teacher activity increased to 100% with a very good category too. The teacher can condition the class well and guide students to be active in group activities and tournaments, so students can work together in completing group assignments and carrying out tournaments according to the rules.

The success of the teacher in applying the TGT learning model properly and accordingly has an impact on increasing student activity. In cycle II students become more enthusiastic in learning as evidenced by students being more active in asking and answering questions. Besides, students can work well together. Students accept the distribution of group members assigned by the teacher and share the group assignments fairly. While in tournament activities, students become more confident both as readers and challengers. Every student has understood and can carry out the tournament according to the rules.

Thus, it can be concluded that the teacher has implemented the TGT (Team Game Tournament) learning model properly and according to the steps as well as the Learning Implementation Plan (RPP) that has been made. The success of teachers in implementing the TGT (Team Game Tournament) learning model has an impact on increasing student learning activities that students become more active and enthusiastic in participating in each stage of learning activities. Student learning outcomes also increase with increasing student activity in learning. This is evident from the percentage of classical learning completeness which reached 89% with a good category.

Improvement of Student Learning Outcomes Class IV-A SDN Pakunden 1 Blitar City Through the Implementation of the TGT (Team Game Tournament) Learning Model

Applying the TGT (Teams Games Tournament) learning model correctly and according to the steps is proven to improve student learning outcomes. In the first cycle of the first meeting, the student's average score was 66.25. There are 7 out of 20 students who complete the learning with the percentage of classical completeness of 35% and the category is very less. While at the second

meeting, the average value of students increased to 68.75. There are 10 out of 20 students who have completed learning with a percentage of classical completeness of 50% and very poor categories. Based on the description above, it is known that the minimum criteria for completeness in classical learning have not yet been reached, so it is necessary to make improvements to further actions.

The implementation of learning in cycle II is based on the results of the reflection cycle I. At the meeting I the average value of students for knowledge aspects is 70. There are 12 out of 17 students complete in learning. The percentage of classical learning completeness is 71% and the category is sufficient. Whereas at the second meeting the average value of students increased to 75. There were 16 out of 18 students completing learning and classical learning completeness was 89% with a good category. In cycle II, two students are incomplete in learning, it is caused by internal factors in students. Based on the results of interviews with teachers and also research that has been done, the student is slow in reading so that it impacts the learning outcomes. The minimum criteria for completeness in classical learning have been reached in cycle II, so research is stopped in cycle II.

Based on this description it is known that the application of the TGT learning model (Team Game Tournament) is proven to be able to improve the learning outcomes of natural resource material in grade IV-A students of SDN Pakunden 1 in Blitar City. This research is also strengthened by the results of research from other researchers, namely Wijayanto (2012) which states that the learning model TGT (Team Game Tournament) can increase student learning activities which then have an impact on increasing student learning outcomes.

Improved student learning outcomes are influenced by student activities in group activities, and tournaments, as well as reinforcement from the teacher. Through group activities, students work together, help each other, and accept each other's differences. This is in line with Bennet's statement (in Isjoni, 2012) that cooperative learning can improve students' skills to work together in solving the learning problems faced. The existence of games can make students learn casually and happily and can express their emotions. This is following Leonard's (2013) statement that pleasant learning can provide comfort for students to enable students to utilize their potential.

The tournament in the TGT learning model (Teams Game Tournament) requires a balance of academic ability in each group, so students feel more confident and can contribute optimally. This is following the statement of Huda (2012) regarding the division of tournament players on the TGT (Teams Games Tournament) learning model, namely competition with fellow players who have equal abilities will feel fairer. While the reinforcement given to each group that gets the highest score in the tournament can please the group for the achievements and can motivate and increase the enthusiasm of other students to study harder. This is in line with the opinion of Reis (in Slavin, 2008: 165) namely "the existence of an award can provide positive feedback to enable students to further improve their performance".

CONCLUSION

Based on the data and discussion of the results of research studies on natural resource material using the TGT (Team Game Tournament) learning model in class IV-A students of SDN Pakunden 1, Blitar City, it can be concluded as follows: (1) The application of the TGT learning model (Team Game Tournament) has been concluded implemented well and following the steps that have been determined. This is evident from the increase in the percentage of teacher activity. The percentage of teacher activity in the first cycle of the meeting I was 76% in the sufficient category and increased to 84% in meeting II in the good category In the second cycle of the meeting I the percentage of teacher activity was 92% in the very good category, and increased by 8% in the second meeting to 100% with a very good category, (2) Learning outcomes of natural resource materials in class IV-A students of SDN Pakunden 1 in Blitar City can be improved through the application of the TGT (Team Game Tournament) learning model. The percentage of classical learning completeness in the first cycle of the first meeting was 35% with a very less category and increased to 50% in the second meeting with a very less category. While in the second cycle of the first meeting the percentage of classical learning completeness reached 71% in the sufficient category and increased to 89% in the second meeting in the good category.

REFERENCES

Huda, Miftahul. 2012. *Cooperative Learning: Metode, Teknik, Struktur dan Model Terapan.* Yogyakarta: Pustaka Pelajar

Huda, Miftahul. 2013. *Model-Model Pengajaran dan Pembelajaran.* Yogyakarta: Pustaka Pelajar.

Isjoni. 2012. *Cooperative Learning.* Bandung: Alfabeta.

Kusumah, Wijaya. dkk. 2010. Mengenal Penelitian Tindakan Kelas. Jakarta: PT Indeks

Leonard. 2013. *Peran Kemampuan Berpikir Lateral dan Positif Terhadap Prestasi Belajar Evaluasi Pendidikan.* Online. (https://journal.uny.ac.id/index.php/cp/article/view/12559), diakses pada tanggal 25 Februari 2019

Slavin, E Robert. 2015. *Cooperative Learning Teori, Riset, dan Praktik.* Bandung: Nusa Media.

Wijayanto, Galih. 2012. *Peningkatan Hasil Belajar Melalui Pembelajaran Teams Games Tournament (TGT) Pada Siswa Kelas 3 SDN Jajartunggal III*