The Influence of TGT Type Cooperative Learning Model (Teams Games Tournament) on Student Learning Outcomes

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ABSTRACT

This research aims to increase learning motivation in learning with the TGT type Cooperative Learning learning model in science subjects in Jember elementary schools. The learning process focuses on completing the teacher's assignments. The strategy of lack of self-confidence in students to convey assignment results is one of the factors that can influence students' lack of learning motivation. This research method uses a descriptive qualitative method with data collection techniques through observation, interviews and documentation. With class V participants totaling 25 students and information from class V science subject teachers. The consequences of the concentrate through the t test obtained the value $t\,h\,itung$ = 8.6 and $ttabel$ = 2.9 at the level of importance α = 0.05 with the level of probability = 28 TGT type cooperative learning influences student learning outcomes because H0 is rejected and H1 is accepted when the value of th (8.6) is greater than tt able (2.0). Therefore, the TGT (Teams Games Tournament) type cooperative learning model has a positive effect on the science learning outcomes of fifth grade students at Jember State Elementary School. It can be concluded that the science learning outcomes of students who have been given the TGT (Teams Games Tournament) type cooperative learning model.

Introduction

The reason for teaching is to prepare and develop students so that they can understand the data presented by teachers during education and educational experiences (Uno, Hamzah. B., 2019) . According to the assessment, school is one of the main parts of human existence because it allows people to develop true capacities and become great and qualified individuals (Kurniawan, I., Tegeh, IM, & Suartama, I. K, 2018). It is further stated that by increasing or developing the potential, talents and interests of students, the aim of education is to produce skilled workers (Rani, D. E, 2022).

SD/MI is one component of the formal education unit (Naniek Kusumawati, 2018). Learning offers a wealth of knowledge (Agus Suprijono, 2015). One of the engineering disciplines, especially Inherent Sciences (IPA), Innate science is information that is organized efficiently and its overall use is limited to its usual characteristics (Naniek Kusumawati, 2017). Knowledge that talks about living things, the natural world, and the things in it (Egok, AS, & Hajani, T. J, 2018). In line with (Widiana, IW, 2016) that because students' prior knowledge has a significant influence on their interest in learning, science lessons in SD/MI play an important role in subsequent science learning. In other words, it is very likely that students will not want to continue to higher school if they do not want to study science at SD/MI. Considering the problems that have been revealed, efforts must be made to resolve these problems (Yeni Dwi Kurino, 201). Implementing a fun learning model is one of the requirements for TGT (*Group Games Competition*) (Oktarina, Rita, 2018).

Because it is a learning model in the form of games or games that allows the creation of a fun learning atmosphere, this TGT type cooperative learning model can be used as a reference because it can encourage students to be more active and make students happier participating in learning activities (Wina Sanjaya, 2019). This is also made clear by showing that such a beneficial learning model does more than just make learning clearer for students with high academic abilities, but also allows students with low academic abilities to participate actively and play an important role in their groups (Shoimin, A, 2018). According to the TGT cooperative learning model, all student activities are carried out in groups without distinction between academics or gender (Hidayat, I, 2019).

Suarjana said this fun learning model has advantages and disadvantages. The benefits of TGT include efforts to accept individual differences, the ability to master material completely in a short time, the learning process occurs simultaneously with student activities, teaches students how to socialize, and increases sensitivity and tolerance (Wahdaniyah, Chumdari, & M.Ismail.S, 2018) . Taniredja added, the TGT learning model has several shortcomings, one of which is that there are still students who do not speak up or express opinions during the lesson. This can cause a lot of commotion and make people believe that the teacher cannot handle the class (Astuti, W., & Kristin, F, 2017) .

Based on the main reasons why students do not want to study science, classroom action is needed that involves various learning models to increase student motivation and improve learning outcomes by being active, creative, efficient and entertaining (Haryanti

T. S, Junaidi, Parijo, 2019) . Students tend to be active according to their hobbies, such as sports, even though there is a learning model that is interesting and fun and does not reduce the meaning of science learning objectives (Novianti, P. I, 2019). Students' ability to solve problems and develop enthusiasm for learning is developed as well as a sense of responsibility within the group when this useful TGT learning model is present.

This research is relevant to research conducted (Sulhiyati, S, 2019) in a journal entitled " *The application of the teams games tournament type cooperative learning method in science learning to improve student learning outcomes* ". According to this statement, the TGT type cooperative learning model has the potential to improve student learning outcomes. This is because the TGT type cooperative learning model has the potential to increase students' enthusiasm for learning. Indirectly, students will try to get high grades when they study.

Furthermore, the results of relevant research by (Maulidina, Z, 2018) entitled " *The influence of the TGT type cooperative learning model assisted by TTS media on student learning outcomes*". From the results of examining the information, it can be seen that there is a massive impact from using the TGT type learning model on student learning outcomes. In addition, this research is related to research conducted by (Astuti, W., & Kristin, F, 2017) entitled "*implementing the team games tournament learning model to increase the activeness of science learning outcomes* ". Student activity levels and learning outcomes can be improved by using the team game tournament cooperative learning model, according to the research. Judging from student activities, pre-cycle was 28.20 percent, cycle I was 58.97 percent, and cycle II was 71.79%. Meanwhile, in the pre-cycle the value was 61.54 %, in the first cycle it was 82.05%, and in the second cycle it was 92.31%.

Another research was also presented by (Nurhayati, et al, 2022) with the title " *Application of the TGT Type Cooperative Learning Model in Elementary School Science Learning* '' to see whether the science learning outcomes of the TGT cooperative learning model were complete. The students' average pretest score was 27.57 with a standard deviation of 10.68, and their average post-test score was 75.90 with a standard deviation of 3.18. The results of hypothesis testing using the z-test with a significance level = 0.05 obtained Zcount > Ztable, or Zcount of 9.08 and Ztable of 1.64 respectively.

The problem description above aims to find out what the cooperative learning model is in children's science classes. Is that it gives children the opportunity to express

themselves and increase their participation in class. It is hoped that the issues above can train educators on the most effective strategies for creating interesting, innovative and inventive learning models. so that students do not become disinterested in learning, so that they can achieve anticipated learning goals, and so that they can be more involved in learning activities. Cooperative learning is a good choice because it allows students to be more involved in their learning and gives teachers the authority to provide feedback to students after they have learned. so that student learning outcomes can develop further if they are involved in learning outside of school.

Method

Quantitative research, also known as *ex post facto research*, is a method used to conduct research (Andhita Dessy Wulandari, 2019). Quantitative methodology is a methodology that in research efforts, processes, theories, field work, examination of information, and information ends with the preparation using parts of estimates, recipes, and guarantees of mathematical information (Sugiono, 2014).

This research aims to prove that researchers will conduct research in class V by determining whether the Tgt (Teams Games Tournament) cooperative learning model has an effect on student learning outcomes. This research strategy is known as the all-experiment strategy because it is not always possible to randomly select people to participate in research. Because the school has selected classes or groups of subjects for this learning, it is not possible to select and sort subjects according to design. In many studies, this research design is used.

Result and Discussion

This research offers a different approach altogether. The test group received science learning with the TGT type of fun learning model. Judging from the inquiry completion scores, this research produces science learning outcome scores for TGT type students. The normality test is used to determine whether the data distribution for each sample group is normally distributed or not. When testing, data is considered normally distributed if there is L_{count} and L_{table}, otherwise the data is considered not normally distributed.

Table 1. Normality Test

Tests of Normality		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	learning model	Statistics	df	Sig.	Statistics	df	Sig.
student learning outcomes	learning model A	,112	15	,200 [*]	,980	15	,972
	learning model b	,177	15	,200 [*]	,904	15	,110
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The Kormogorov-Smimov test table above shows that the data for learning model A is normally distributed because the value of learning model A has a sig value. Since the learning value of model A is sig, the Kormogorov-Smimov test shows that the learning data is normally distributed. Consequently, the value 0.200 is greater than 0.05 . 0.200 > 0.05 . The homogeneity test data analysis requirements were then tested. A homogeneity test is planned to see whether the information from each sample changes in the same way . The homogeneity test is determined using the test rule if Fcount is smaller than Ftable, then the information has the same variation or is homogeneous, and if Fcount is more prominent than Ftable, the information has alternative variations or is not homogeneous. As can be seen in the table below, the variable studied has Fcount>Ftable; so it can be concluded that the data for the two samples come from the same population. Or, again, the information on these exams is ultimately uniform.

The sig values are listed in the table below. The fact that the learning model scores in the experimental class and control class are both 0.632 > 0.05 shows that they both have the same or homogeneous variance. The T-test was conducted to see if there was a huge difference between the pre-test and post-test. SPSS-based analysis techniques are used in this difference test analysis. These standards are: a. The significance level (sig) was found = 0.05 b . If the significance level (sig) is found to be greater than, then the data shows that there is no difference between the pretest and posttest scores. C. If the significance level (sig) is found to be greater than then the data indicates that the learning model is significantly different.

Table 2. Homogeneity Test

Test of Homogeneity of Variance		Levene Statistics	df1	df2	Sig.
student learning outcomes	Based on Mean	,234	1	28	,632
	Based on Median	,213	1	28	,648
	Based on Median and with adjusted df	,213	1	27,870	,648
	Based on trimmed mean	,223	1	28	,641

Table 3. T Test

Independent Samples Test		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	Q	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
student learning outcomes	Equal variances assumed	,234	,632	,862	28	,396	1,333	1,547	-1,835	4,502	
	Equal variances not assumed			,862	27,909	,396	1,333	1,547	-1,836	4,503	

DISCUSSION

The results of the t test with 28 degrees of freedom and a significance level of 0.05 obtained a value of tcount = 8.6 and ttable = 2.9. H0 is rejected and H1 is accepted because the value of th (8,6) is greater than tt able (2,0). This shows that the TGT learning model influences students' science learning outcomes. Acceptance of H1 shows that learning activities in class V of SD Negeri Jember have a positive impact with the implementation of the Teams Games Tournament cooperative learning model.

The use of the TGT type learning model influences students' science learning outcomes. This is because in developing experience, this learning model emphasizes joint efforts between groups to work or study understanding of data and practice before competing with other groups in competitions, so that the TGT type learning model helps groups of 5 to 6 people. Individually made per bunch. This is in line with the opinion of (Naniek Kusumawati, 2017) "The TGT type cooperative learning model is a type of

cooperative learning that places students in study groups consisting of 4-6 students with different abilities, gender and race," reads the statement the.

Saco (Rusman, 2017) states that "students play games with other team members to get scores for their respective teams in the Teams Games Tournament (TGT) learning model." The game can be organized by the educator as a test with questions related to the topic. Similar to the STAD model, the TGT cooperative learning model uses groups to teach material and quizzes. However, tournaments or competitions in which students compete against other teams or groups to earn points for their team or group replace quizzes. Team or group members will help each other in preparing for the game by discussing problems and studying activity sheets together. But when students play games or games, their friends cannot help them, so teachers have to really pay attention to them. truly responsible to yourself. In this kind of TGT comfortable learning, students just concentrate exclusively, then concentrate again on their respective meetings. Then, organize a tournament, competition or contest with the rest of the group based on their skill level. According to (Slavin, R. E, 2017) there are 5 main components in implementing the TGT learning model, namely:

1. Class Presentations

Towards the beginning of learning, educators deliver material in a class introduction or often also called class introduction. Addresses or direct instructions usually facilitate this action. Students need to really pay attention and understand the material being discussed in this class because it will help them work more effectively in groups and during games where the group score is determined by the score of the game.

2. Groups (Teams)

The number of students in a group usually ranges from four to six people, with varying levels of academic achievement, sexual orientation, and race or nationality. Groups should discuss the material in more detail with other group members and specifically prepare them to work effectively and efficiently throughout the game. The group (team or study group) is tasked with studying the worksheet after the teacher's explanation. Students in this group practice by looking at problems, comparing answers, really looking at their partner's thoughts for mistakes, and updating their thoughts if a groupmate makes a mistake.

3. Games

Games designed to test students' knowledge gained from group study and class presentations are games with relevant questions. Questions in most games are numbered directly. At a tournament or competition table, three students from each team or group play this game or games. Students try to match the numbers on the numbered cards with the questions. Students who answer the questions correctly will get a score. Substitutes will accumulate these scores for competitions or competitions week after week.

4. Tournament or Competition (Tournament)

The learning structure that organizes games is a tournament or competition. Following teacher presentations in class and groups completing student worksheets, tournaments or competitions are usually held at the end of each week or work unit (LKS). Students are isolated into competition or rivalry tables during teacher novice competitions or contests. The three students with the highest scores are listed in Table I, followed by the three students in Table II, and so on.

5. Group Awards (Team Recognition)

will then announce the winning group after the competition or contest is over. Each team or group will be given a certificate or prize if the average score meets the specified criteria. If the average score is 50 or higher, the team or group is referred to as a "Super Group", "Amazing Group", or "Great Group", and assuming the average score is 40 or lower, it is referred to as " Super Group". "Students can feel proud of their achievements as a result of this.

Conclusion

Students who are given the fun TGT (Groups Games Competition) learning model will be directed towards science learning outcomes, in accordance with exploration discoveries. muddy. Encourage school principals to encourage teachers to improve their teaching competence in order to improve the quality of teaching and improve student learning outcomes, in accordance with research recommendations regarding the use of the Teams Games Tournament cooperative learning model to improve the learning outcomes of elementary school students in Jember Regency. Then, a teacher can create an ignorant learning climate by using useful learning models such as Game Gathering Competitions so that students do not hear fatigue and do not have bad thoughts about the teacher or feelings

of trepidation when it comes to illustrations, especially in science. Students are not afraid of teachers and do not hesitate to voice their opinions. In addition, social status is not differentiated within classes. because all of that will hinder learning outcomes. If students, teachers and peers work together, it will be easy to achieve success in improving student learning outcomes. To encourage better learning outcomes at school, guardians are focusing more on their children's schooling. To ensure that many students enjoy learning science and that many teachers the students like, they usually use more creative learning models for subsequent exams.

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