

The Role of Teachers in Improving the Learning Process with the TGT (Team Games Tournament) Learning Model at SMP Methodist 9 Medan

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Abstract

This research aims to find out how the learning process is in class using the TGT (Teams Games Tournament) learning model. TGT is a learning model that is carried out by learning and playing at the same time which actively involves students so that the learning process is effective and not boring. The method used in this research is a qualitative descriptive method. The researchers carried out data collection techniques by means of observation, interviews and documentation studies. Researchers observed the students' learning process using the TGT (Teams Games Tournament) learning model. Based on the results of the research at Medan Methodist Middle School 9, the learning process in class looked more enjoyable. TGT invites students to think critically and quickly, students are trained in speed and alertness in completing games in the TGT learning model because the teacher also gives a time limit for working on questions using the TGT learning model. Teachers and students are both active in implementing the TGT model in order to obtain maximum student learning outcomes.

Keywords: *Teacher's Role, Learning Process, TGT (Teams Games Tournament)*

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana proses pembelajaran dikelas dengan menggunakan model pembelajaran TGT (Teams Games Tournament). TGT adalah model pembelajaran yang dilakukan dengan belajar sekaligus bermain yang melibatkan siswa secara aktif sehingga meningkatkan proses pembelajaran yang efektif dan tidak membosankan. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Teknik pengumpulan data yang peneliti lakukan dengan cara observasi, wawancara dan studi dokumentasi. Peneliti melakukan observasi terhadap proses pembelajaran siswa dengan menggunakan model pembelajaran TGT (Teams Games Tournament). Berdasarkan hasil penelitian di SMP Metodist 9 Medan proses pembelajaran dikelas terlihat lebih menyenangkan. TGT mengajak siswa untuk dapat Berfikir kritis dan cepat, siswa dilatih kecepatan dan kesiapan dalam menyelesaikan permainan dalam model pembelajaran TGT karena guru juga memberikan batas waktu dalam pengerjaan soal dengan menggunakan model pembelajaran TGT. Guru dan siswa sama sama aktif dalam menerapkan model TGT demi mendapatkan hasil belajar siswa yang maksimal.

Kata Kunci: *Peran Guru, Proses Pembelajaran, TGT (Teams Games Tournament)*

INTRODUCTION

Along with the development of the times, the field of education has also developed. Developments in the field of education today are very rapid, especially with changes in the existing curriculum in the field of education. The current curriculum requires teachers to be creative in developing learning models. With the creativity of teachers in choosing learning models, it is expected to improve the learning outcomes of students in schools. A learning model that is expected to increase student activeness in the learning process. As a professional teacher, you must be able to create an interesting and not monotonous learning atmosphere, so as not to cause boredom and boredom in students during learning. One of the efforts in creating a learning atmosphere and

learning process so that students actively develop themselves is that teachers as educators must synergize with students to increase student interest in the learning process. The success or failure of a learning depends on the awareness and high and low interest of students in the learning process (Waddi Fatimah, Perawati Bte Abustang, 2022). In reality, Civics learning currently receives very little attention from the students themselves, because Civics learning in schools tends to be boring, and only teacher-centered. The lack of student role in Civics subjects also occurs in SMP Methodis 9 grade 8. For this reason, it is necessary to apply a learning that can foster student motivation in following learning by involving students to be active in the learning process in class. It is necessary to develop a special strategy in 6 developing Civics

learning both for PKN teachers and for their students. The strategy that will be applied is to create a pleasant learning atmosphere inside and outside the classroom. According to Ibrahim, et al. (2000: 2) all learning models are characterized by task structure, goal structure and reward structure. Based on the results of observations and interviews that have been conducted by researchers with teachers of PKN subjects grade 8 SMP methodist 9 and students, it can be known that the low activity of students in the learning process is that during the learning process the teacher only uses the lecture method from the beginning to the end of learning, this makes the students less enthusiastic and sleepy in following the learning. Limited learning resources and learning media in schools, so teachers only focus on one learning resource, namely package books provided by the school. To respond to the above problems, the right learning method is needed to improve the learning process. Looking at the observations of researchers at Metodish 9 Junior High School, especially in grade 8 students, and paying attention to the advantages of the TGT learning method, through this study the author will try to apply the TGT learning method in the learning process in the classroom. The TGT learning model is one type or cooperative learning model that is easy to apply, involves the activities of all students without having to have differences in status, involves the role of students as peer tutors and contains elements of play and reinforcement. Learning activities with games designed in the Teams Games Tournament (TGT) cooperative learning model allow students to learn more relaxed while fostering responsibility, honesty, cooperation, healthy competition and learning engagement.

METHOD

The method used in this study is qualitative descriptive method. Data collection techniques that researchers do by observation, interviews and documentation studies. Researchers observed the learning process of students using the TGT (Teams Games Tournament) learning model. The researcher also collected data from teachers in the field of *PPKn* studies as a guide in the progress of an effective learning process in the classroom. Data analysis techniques are by

data reduction, data display, and data verification.

RESULTS AND DISCUSSION

The Role of Teachers in the Learning Process

The learning process in the classroom certainly has a teacher. Teachers have an important role in the teaching and learning process. The role of the teacher is not only as a teacher but also as an educator, and many duties and roles of a teacher. The important role of teachers in the learning process is closely related to their duties both in terms of professional duties, humanitarian duties and community duties. The duties of the teacher include the task of educating, teaching, and training. But not only plays a role in these three things but also has humanitarian and community responsibilities. Watten B. (in Sahertian, 1994, p. 14) suggests fourteen duties of the teacher, namely (1) as an honorable figure in society because he appears to be an authoritative, (2) as an assessor he gives thought, (3) as a source, because he gives knowledge, (4) as an auxiliary, (5) as a referee, (6) as a detective, (7) as an object of identification, (8) as a buffer of fear, (9) as a person who helps understand themselves, (10) as a group leader, (11) as a parent/guardian, (12) as a person who fosters and provides services, (13) as a co-worker, and (14) as a bearer of affection. In this case, it can be seen that the role of teachers is very important in forming good students and also teachers as second parents outside the home of each student. Teachers as agents of change in creating students who have good characteristics in accordance with educational goals. Teachers play a very important role in helping the development of students to achieve life goals optimally. Teachers must also race in learning, by providing ease of learning for all students, in order to develop their potential optimally. In this case, teachers must be creative, professional, and fun, especially in the learning process in class. Teachers must be able to apply the right model and method to students so that each student does not feel bored with the learning provided. The right strategy is needed in the learning process and the classroom atmosphere is not monotonous. Teachers are expected to have

professionalization in achieving the learning goals of students.

Understanding Learning

Learning is the process of teaching and learning in the classroom. Learning is a form of an educator receiving knowledge from a teacher. According to Law of the Republic of Indonesia Number 20 of 2003 challenging the National Education System, that learning is the process of interaction between educators and students and learning resources that take place in a learning environment. Nationally, learning is seen as a process of interaction involving the main components, namely students, educators, and learning resources that take place in a learning environment, so what is said by the learning process is a system that involves a unity of components that are interrelated and interact with each other to achieve an expected result optimally in accordance with the objectives that have been set. According to Trianto, learning is a complex aspect of activity and cannot be fully explained. In simple terms, learning can be interpreted as the product of continuous interaction between development and life experience. In essence, Trianto revealed that learning is a conscious effort of a teacher to teach his students (directing student interaction with other learning resources) with the intention that his goals can be achieved. From the description, it is clear that learning is a two-way interaction between educators and students, between the two there is directed communication towards the target that has been set. Learning must certainly adjust to the ability of students by setting the right strategy in the learning process so that the achievement of the learning carried out is achieved. Prof. Surya said that learning is a process carried out by individuals to obtain a comprehensive behavior change, as a result of the individual's interaction with their environment. Then it can be concluded that learning is a process where there is a change in behavior made by the teacher to his students and the environment along with all other learning resources that are used as learning facilities.

Model Pembelajaran Teams Games Tournament (TGT)

The TGT learning model is a learning model that invites students to learn while playing, this

learning model is very suitable to be applied in schools because this model is able to improve the character of cooperation and student learning outcomes. TGT is "a type of learning that places students in learning groups consisting of 5-6 students who have different abilities, genders, and syllables or races" (Rusman, 2012: 224). The TGT model invites students to be active in the game, not only playing but also learning for a fun learning atmosphere. Meanwhile, according to Munawir (2018) stated that the TGT learning model is used in academic tournaments, students compete as representatives of their teams against other team members. In the application of this TGT model, teachers present learning materials and students work in their respective groups. The TGT model provides opportunities for students to learn more relaxed while fostering responsibility, cooperation, healthy competition, and learning involvement (Mulyaningsih, 2014: 244). In this method, students after studying in their respective groups will scramble forward to provide answers to questions that have been prepared by a teacher. The goal and success of group cooperation is not only in terms of understanding a lesson, just working on solving problems but also learning something as a group and respecting the opinions of each other and applied in the answers to questions. This model is very simple and easy to practice, and can liven up the learning atmosphere of students, especially in elementary, junior high, high school students as equal.

TGT is a learning model where students play games with other team members to get scores for their respective teams (Rusman, 2012: 224), The steps in TGT mode cooperative learning are as follows.

1. Group students with each group of three to five people. The members of the group are made heterogeneous including intelligence characteristics, initial *PPKn* abilities, learning mobility, gender, or different ethnic backgrounds.
2. Learning activities begin with teacher presentations in explaining lessons in the form of problem exposure, data provision, examples. The purpose of concentration is to introduce concepts and encourage student curiosity.

3. Understanding of concepts is done by means of students being given group tasks. They can do these tasks simultaneously or take turns asking other friends or discussing problems in groups or anything to master the subject matter. The students are not only required to fill out the answer sheet but also to learn the concept. Group members are told that they are considered unfinished studying the material until all group members understand the subject matter.
4. Students play academic matches in weekly tournaments and their group mates should not help each other. This individual match aims to determine the level of mastery of 16 students over a concept by the way students are given problems that can be solved by applying the concepts they had before.
5. Subsequent game results are compared to previous averages and points will be awarded based on the student's success rate reaching or exceeding previous performance. These points are then added together to form a group score.
6. After that, the teacher gives awards to the group that has the best achievement or who has met certain criteria. Awards here can be in the form of prizes, certificates, and other awards.

Result

Based on the observations of the application of the Team Games Tournament (TGT) learning model at SMP Methodis 9 Medan, this learning model can be seen from student activities in managing the teaching and learning atmosphere to be more fun and not boring, especially for students who are still in junior high school who still need to learn and play. The result of applying this TGT model for teachers is that teachers are able to apply the TGT model to help students better understand and receive learning material. The teacher only needs to control the students to be able to carry out the game according to the specified procedure. Then students who were very enthusiastic in participating in this game also joined in having fun and thinking critically about a question given by the teacher through the game used. Student learning outcomes can be seen from each score and answer given by

students that this learning model is good to be applied in class, but must also remain in accordance with the material discussed. The teacher must be able to adapt a fixed material that is suitable for use with the TGT model. The TGT model involves all students to be active in learning with the learning model system provided by the teacher, namely TGT. Increased learning activities include students who have begun to get used to the Teams Games Tournament (TGT) learning model. This can be seen from most students starting to be active and serious in completing the tasks given by the teacher, students begin to have an attitude of mutual cooperation in groups to conduct discussions and have the courage to express opinions or arguments and have the courage to present the results of group discussions based on the results they find in group discussions. TGT invites students to be able to think critically and quickly, students are trained in speed and alacrity in completing games in the TGT learning model because the teacher also provides a time limit in working on questions using the TGT learning model. Teachers and students are equally active in applying the TGT model in order to get maximum student learning outcomes and learning goals are realized. The learning process in the application of the TGT model makes students who are able to work with groups, especially for students who have different levels of intelligence, so that this TGT model invites students to exchange ideas in finding an argument for the problem that has been given by the teacher. This learning model will certainly activate the learning process that enjoys students and is also not boring for students so that students and teachers can carry out learning effectively. In creating an interesting learning process, teachers design learning models that make students actively participate during the learning process. Interesting learning in PKN is by inviting students to share their opinions and experiences related to learning topics, inviting students to ask questions and giving time for them to reflect on the values of Pancasila and its application in their lives. A method that can be used to increase student activeness in learning is the TGT (Team Games Tournament) learning model. The TGT (team games tournament) learning model is a

model that fully involves students in its application the teacher only as a guide, in this learning model students can learn while playing with learning groups that have been determined by the teacher. This can improve the learning process during class because students are busy discussing with group mates looking for answers to questions given by the teacher.

CONCLUSION

Based on the observations of the application of the Team Games Tournament (TGT) learning model at SMP Methodis 9 Medan, it can be concluded that this learning model can be seen from student activities in managing the teaching and learning atmosphere to be more fun and not boring, especially for students who are still in junior high school who still need to learn and play. Student learning outcomes can be seen from each score and answer given by students that this learning model is suitable to be applied in class, but must also remain in accordance with the material discussed. TGT invites students to be able to think critically and quickly, students are trained in speed and alacrity in completing games in the TGT learning model because the teacher also provides a time limit in working on questions using the TGT learning model. Teachers and students are equally active in applying the TGT model in order to get maximum student learning outcomes and learning goals are realized. The learning process in the application of the TGT model makes students who are able to work with groups, especially for students who have different levels of intelligence, so that this TGT model invites students to exchange ideas in finding an argument for the problem that has been given by the teacher. This learning model will certainly activate the learning process that enjoys students and is also not boring for students so that students and teachers can carry out learning effectively.

SUGGESTION

The TGT type cooperative learning model can be an alternative in increasing student activity and motivation in learning. As well as in applying the TGT model in learning, it is important to direct students to maximize cooperation in organizing tournaments.

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