

The Effect of the *Team Game Tournament Learning Model* on the Science Learning Outcomes of Class VI Students at SD Negeri 47 Sungai Raya

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Abstract

This research was motivated by the low learning outcomes of students in grade VI science subjects at SD Negeri 47 Sungai Raya. The purpose of this study is to improve science learning outcomes in grade VI students of SD Negeri 47 Sungai Raya. This research is a classroom action research applying a model developed by Suharsimi Arikunto. The research was carried out in two cycles, each cycle held two meetings. One cycle consists of four stages of activity, namely the planning stage, the implementation stage, the observation stage, and the reflection stage. The subjects of this study were grade VI students of SD Negeri 47 Sungai Raya, Sungai Raya District, Kubu Raya Regency, in science learning in the odd semester of the academic year, totaling 24 students. Data collection techniques use observation, learning outcomes tests and documentation. The research instrument used is an observation sheet of student activities in applying the team game tournament learning model. As for the learning outcomes of students using learning outcome test sheets, namely in the form of written tests (pre-test and pos-test). The results showed that the learning outcomes of students increased from cycle I to cycle II. In cycle I the learning outcomes of students were 66.66% and in cycle II it became 83.33%. Based on the results of the study, it can be concluded that the application of the team game tournament learning model can improve the learning outcomes of students in grade VI science learning at SD Negeri 47 Sungai Raya.

Keywords: *Team Game Tournament learning model, towards learning outcomes.*

Abstrak

Penelitian ini dilatar belakangi oleh hasil belajar peserta didik masih rendah pada mata pelajaran IPA kelas VI SD Negeri 47 Sungai Raya. Tujuan penelitian ini yaitu untuk meningkatkan hasil belajar IPA pada peserta didik kelas VI SD Negeri 47 Sungai Raya. Penelitian ini merupakan penelitian tindakan kelas mengaplikasikan model yang dikembangkan oleh Suharsimi Arikunto. Penelitian dilaksanakan dalam dua siklus, tiap siklus dilaksanakan dua kali pertemuan. Satu siklus terdiri dari empat tahap kegiatan, yaitu tahap perencanaan, tahap pelaksanaan, tahap pengamatan, dan tahap refleksi. Subjek penelitian ini adalah peserta didik kelas VI SD Negeri 47 Sungai Raya Kecamatan Sungai Raya Kabupaten Kubu Raya, pada pembelajaran IPA semester ganjil Tahun Pelajaran yang berjumlah 24 peserta didik. Teknik pengumpulan data menggunakan observasi, tes hasil belajar dan dokumentasi. Instrumen penelitian yang digunakan yaitu lembar observasi kegiatan peserta didik dalam menerapkan model pembelajaran team game tournament. Sedangkan untuk hasil belajar peserta didik menggunakan lembar tes hasil belajar yaitu berupa tes tertulis (pre-test dan pos-test). Hasil penelitian menunjukkan bahwa hasil belajar peserta didik mengalami peningkatan dari siklus I sampai siklus II. Pada siklus I hasil belajar peserta didik yaitu 66,66% dan pada siklus II menjadi 83,33%. Berdasarkan hasil penelitian dapat disimpulkan bahwa penerapan model pembelajaran team game tournament dapat meningkatkan hasil belajar peserta didik pada pembelajaran IPA kelas VI di SD Negeri 47 Sungai Raya.

Kata Kunci: *Model Pembelajaran Team Game Tournament, Terhadap Hasil Belajar*

INTRODUCTION

In the development of human life, education is important because education is a process to develop all aspects of human personality which includes knowledge, values, attitudes, and skills. Education lasts throughout life as long as humans are still able to develop these aspects of personality.

In Indonesia, education is regulated in Law No.20 of 2003 concerning the National Education System where in chapter I article 1 paragraph 1 reads:

Education is a conscious and planned effort to create a learning atmosphere and learning

process so that students actively develop their potential to have religious spiritual strength, self-knowledge, personality, intelligence, noble character, and skills needed in the community, nation and state.

The above law states that education is a conscious planned effort so that students can develop their potential. The objectives of national education are also regulated in Law No. 20 of 2003 concerning the National Education System chapter I article 3 which reads:

National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the

nation's life, aims to have faith and fear in God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Briefly, education aims to develop the potential of students which includes knowledge, values, attitudes and skills needed in living in society, nation and state. To realize the goals of national education, a dynamic education system is needed so that it is able to bring individuals to develop their potential. Education as a system then contains components that are interrelated and cannot be separated. If one component in education does not exist or cannot function, the education process will not run smoothly.

One important component in education is education or better known as teachers. Teachers as mentioned by Kunandar (2007: 40) are the main factor that determines the quality of education. It is the teacher who is at the forefront in creating quality human resources. Teachers deal directly with students in the classroom through the teaching and learning process. Through teachers, quality students will be produced, both academically, expertise, emotional, moral and spiritual maturity. Thus, a young generation is produced who is ready for the challenges of their time.

Teachers as explained in Law of the Republic of Indonesia Number 14 of 2005 article 8 concerning teachers and lecturers that teachers must have academic qualifications, competence, education certificates, be physically and mentally healthy, and have the ability to realize the goals of national education. The competence in question must be possessed by teachers is pedagogic, personality, social and professional competence. These four competencies are the capital of teachers to carry out learning in order to achieve the goals of national education as mentioned above.

Education is carried out through the learning process. Learning according to Sudjana (2000) in Sugihartono et al. (2007: 80) is any effort made deliberately by educators that can cause students to carry out learning activities. Based on this understanding, in learning there is interaction between teachers and students and between fellow students. Thus, in the learning process

there must be good interaction between teachers and students and also between fellow students in order to achieve optimal learning.

As stated in the Law that national education aims to make students become capable, independent and creative human beings. For this reason, learning should be able to provide space for students to be able to think creatively and independently by applying learning models. In addition, the supporting component is learning media to facilitate the understanding of student concepts.

The learning model is a pattern used as a guideline in planning learning in class. So in the classroom the teacher has guidelines in carrying out teaching and learning activities so as to create learning with a directed situation. In teaching a certain material, a learning model is needed that is in accordance with the goals to be achieved. The selection of learning models must pay attention to learning materials, the level of cognitive development of students, and the facilities or facilities available so that learning objectives can be achieved. Similarly, in choosing learning media, you must pay attention to this. There are several forms of learning models including the cooperative learning model. According to Slavin (1985) in Isjoni (2010: 12) cooperative learning is a learning model where students learn and work in small groups collaboratively whose members are 4-6 people with a heterogeneous group structure. This model enables learners to develop knowledge, abilities and skills fully in an open and democratic learning atmosphere.

Such a reality happened at SD Negeri 47 Sungai Raya. Based on the results of interviews with grade VI teachers, it was stated that science learning uses more lecture methods that make students less active. The teacher explains the material and the learners take notes. The teacher only gives examples as it does in textbooks. Thus, the media used by teachers is also still lacking. Occasionally teachers do questions and answers to students but students tend to be less active with teacher questions. Students feel bored with the explanation given by the teacher so that students do not pay attention to the lesson taught. Such learning is clearly not effective for science

learning, resulting in less than optimal student activities and learning outcomes.

Based on the results of the odd midterm test in 2018/2019, it shows less than optimal learning results. Of the 24 students who succeeded in achieving the Maximum Completeness Criteria (KKM), 10 students or 46.67% while 14 students or 53.33% had not reached KKM. The KKM set for science subjects is 70. Thus, the completeness of learning obtained is 46.67%. This does not meet the minimum completeness criterion of 70%.

To overcome the above problems, it is necessary to make improvements in learning, one of which is by applying learning models and using learning media. One alternative learning model for Natural Science learning is the *Team Game Tournament (TGT) learning model*

The TGT learning model is the simplest form of cooperative learning model. This learning is suitable to be applied to grade VI students where class VI is a high class. In high grades, students are usually grouped in groups that usually consist of 4 or more heterogeneous students. For this reason, the TGT learning model trains students to learn in heterogeneous small groups. The TGT learning model emphasizes student activity and cooperation between groups.

According to Slavin (2010: 143-146) the TGT learning model consists of five components, namely class achievement, team, quiz, score, and team reckonnisi. Through the TGT learning model, students will discuss and present the results of the discussion and then take individual tests. At the end of learning, the group will get an award with certain criteria. With group awards, it will motivate student learning.

The TGT learning model of each component must be implemented so that to carry out this learning must be prepared starting from learning planning to the implementation of learning. Before carrying out learning, teachers plan learning in advance so that the implementation of learning is as planned. In the implementation of the TGT learning model, students conduct class percentages then form groups and teachers supervise group activities. In group activities the teacher guides how learners practice working together. In addition, teachers also supervise student activities during individual quizzes,

progress scores and group awards. With the TGT learning model, teachers can improve their performance, both in planning and implementing learning. In the TGT learning model, media is also a supporting component that will facilitate the understanding of students.

Based on the context of the research above, the author is interested in conducting research entitled "application of the Team Game Tournament (TGT) learning model to improve learning outcomes in learning natural sciences grade VI State Elementary School 47 Sungai Raya Sungai Raya.

METHOD

A. Research Methods and Forms

1. Research Methods

The research method is the way that research uses in collecting research data, while the method used in this study is a descriptive method with an emphasis on research as an elementary school teacher. The descriptive method according to Nawawi (2001: 63) is, "Problem solving procedures that are investigated by describing or describing the state of the subject or object of research (a person, institution, society and others) at the present time based on visible or appropriate factors".

Sukmadinata, (2007: 72) states that descriptive research is research shown to describe or describe existing phenomena, both natural phenomena and human engineering. The descriptive method aims to describe or describe social reality as it is, to give a clear picture of the situations on the ground as they are.

The analysis action used is descriptive analysis with a qualitative approach by describing the activities of students and teachers during the learning process in the classroom, while the qualitative approach is carried out by holding pretest and post tests to obtain student test data before and after learning.

2. Forms of Research

This form of research is conducted using classroom action research. Classroom action research or *Classroom Action Research* is research conducted by teachers

in the classroom or in schools where they teach, with an emphasis on improving or improving practices and processes in learning (Susilo, 2017: 16). Kunandar (2009: 46) states "classroom action research is research to help achieve natural science learning with cooperation within a mutually agreed ethical framework". Iskandar (2009:21) also says:

Classroom action research is a scientific activity carried out rationally, systematically and empirically reflective of various actions carried out by teachers or lecturers (educators) in collaboration (research team) who are also researchers, from the preparation of a plan to research on real actions in the classroom in the form of teaching and learning activities to improve and improve the learning conditions carried out. Based on the opinions mentioned above, it can be concluded that classroom action research is research conducted in the classroom by teachers or research teams to improve the improvement of the teaching and learning process.

B. Setting and Subject of Research

1. Research Setting

The setting used in this study is the setting in the classroom because it is related to the learning process carried out in class VI SD Negeri 47 Sungai Raya Sungai Raya.

2. Research Subjects

The subject of this study was grade VI students of State Elementary School 47 Sungai Raya Sungai Raya. The total number of students is 24 students, consisting of 15 female students and 9 male students. The ethnicity of students in class VI is heterogeneous, namely a mixture of Malay, Bugis, Javanese, Chinese and Madurese ethnicities

C. Action Steps

1. Research Procedure

Before the research is carried out, the stages in this research activity are arranged. Kusuma and Dwitagama (2010: 25) stated that in carrying out class action research, the following stages are needed:

a. Planning

The planning stage is the initial stage carried out by an educator before carrying out research actions. Hasmy (2009: 77) suggests that action planning in this study is a stage that starts from the PTK designer according to the problem, identifying the necessary supporting components, compiling action design in accordance with the PTK model and activity schedule, namely preparing everything needed to carry out actions such as conditions, materials / materials, devices and as needed in the classroom that will be used to carry out actions, draw up procedures and lastly make modifications if deemed necessary for the achievement of goals.

Meanwhile, according to the Ministry of National Education Education (Diknas, 2004: 9) that "what is included in the action planning stage includes all action steps in detail which include teaching materials / materials, Learning Implementation Plans (RPP) that have been equipped with learning strategies".

The planning stage is to prepare everything needed to prepare everything needed to carry out actions such as teaching materials, learning implementation plans (RRP) that have been covered by learning strategies, teaching aids, and so on needed in the classroom that will be used to carry out actions.

b. Execution of actions

At this stage of implementation, researchers and teachers collaboratively implement all previously designed action designs. This is in line with what Hasmy said, (2009: 79) that "at this stage, researchers work together with teachers to carry out planned actions"

Based on the above opinion, it can be seen that this stage is an

implementation of all action plans that have been made and agreed with the teacher before. In this case, teachers and researchers carry out the actions of the planned data collection instrument. The position of research in this study is not only as a researcher, but researchers also play a role in planning, directing, and motivating, so that practitioners can carry out their roles in accordance with the planned action plan.

c. Observation

At this stage, research and teachers observe actions using the process skills observation sheets of participants that have been prepared. Observations are made carefully from the beginning to the end of the lesson. In addition to recording existing data, research and teachers also provide notes on various problems encountered.

d. Reflection

The reflection stage is the stage of processing data obtained at the time of action and observation. According to Hasmy (2009: 58) said that things that must be done at this stage include:

- 1) Conduct analysis related to actions that have been implemented;
- 2) Review and explain the action implementation plan with the actions that have been taken;
- 3) Interpretation, the meaning of which has been confirmed;
- 4) Discusses the obstacles found in terms of relevance to the theory and plans that have been set.

From the observations obtained from reflection, research with teachers discusses problems contained in the classroom during learning. Furthermore, the results of reflection are followed up with a series of action plans that are considered necessary at the next meeting.

RESULTS AND DISCUSSION

Based on the results of the study, data on the learning outcomes of students in Natural Sciences (Science) subjects were obtained as follows:

Result

NO	Criterion	Cycle 1	Cycle II	Ket
1	Unfinished	33,33 %	16,66 %	16,67 %
2	Complete	66,66 %	83,33 %	16,67 %

Visially it is known that the learning outcomes of students who are complete in the first cycle are 66.66% and those who have not completed are 33.33%. Student learning outcomes are categorized as incomplete because they are still below the success target of 70%. Students are declared complete learning if the value obtained is in accordance with KKM, which is ≥ 70 . Then the researcher performs cycle II actions. The learning outcomes of students in the second cycle were not entirely complete, 83.34% were complete and 16.66% were incomplete. Based on the percentage of completeness, students in cycle

II have reached the success criteria targeted by researchers, so the study did not plan further actions and was said to be successful.

This increase is due to the learning process in cycle II efforts are made to improve target achievement. The efforts made include: more emphasis on explaining the material, creating a learning atmosphere that is not boring, providing motivation to students and building confidence in students to be more courageous in asking questions and expressing opinions. In the second cycle, student learning outcomes have reached the target and are said to be complete, which is

83.33%.

Based on this discussion, it can be analyzed that the use of the *Team Games Tournament* type cooperative learning model can increase student learning outcomes by 16.67%. This success can be seen from the results of the evaluation of each cycle carried out by researchers has increased every cycle.

In siculus I, learning by applying the *Team Games Tournament* learning model has not gone well, especially in meeting 1. This is because educators do not use time effectively and efficiently. Students are learning for the first time with *the Team Games Tournament learning model so that every stage* in the *Team Games Tournament* learning model, students cannot move quickly during group work or during tournaments, this is because when doing group assignments students rely on the smartest friends in their respective groups, and students do not understand the rules of the game. At the 2nd meeting there was already an increase. Through the guidance of educators, students have begun to be compact in working on group assignments. However, students still do not understand the rules of the game so educators must continue to explain the rules of the game every time the tournament takes place.

In cycle II the learning process takes place better than cycle I. Educators use time quite effectively. However, there is boredom in students, so researchers make improvement efforts such as in the presentation of material, researchers conduct demonstrations. At the second meeting, researchers invited students to learn outside the classroom. At the time of group work, students have begun to divide tasks, students have begun to understand the rules of the game so that students move quickly during the tournament. In this second cycle, student learning outcomes are relatively increasing, but there are some students whose learning outcomes are not stable, meaning that in doing the questions they are still hesitant or not confident.

The application of the *Team Games Tournament* learning model is able to make

students happy in learning, do not feel bored, students dare to appear in front of the class, dare to ask, express opinions and motivate students to be more active in reading the material, paying attention to educators when explaining the material, and learning in groups. This is done by applying the *Team Games Tournament* learning model to encourage students to compete for victory. Like Taufik who is so excited every time the tournament takes place

CONCLUSION

Based on the results of Classroom Action Research (PTK) and discussions that have been carried out, it can be concluded that learning by applying the *Team Games Tournament* type cooperative learning model as follows:

1. Students feel more excited to follow the learning by applying the *Team Games Tournament type cooperative learning model*.
2. *Team Games Tournament type cooperative learning* can improve the learning outcomes of grade VI students of SD Negeri 47 Sungai Raya for the 2018/2019 academic year. The completeness of student learning outcomes in cycle I was 66.66%, with an average value of 66.08 and in cycle II of 83.33%, with an average value of 75.45, or an increase in student learning outcomes of 16.67%.

SUGGESTION

Based on the researcher's conclusion, that by applying the *Team Games Tournament* type cooperative learning model can improve student learning outcomes in Natural Science (Science) learning in grade VI SD N 47 Sungai Raya, the researcher provides the following suggestions:

1. Teachers should use the *Team Games Tournament* type cooperative learning model as an alternative in Science. Natural Sciences (Science) learning activities in particular and for all subjects in SD Negeri 47 Sungai Raya.
2. When using the *Team Games Tournament type cooperative learning model*, a teacher must be able to make good lesson planning and proper time management.

3. The games chosen should be interesting, so that they can increase the motivation to learn students and be able to build cohesiveness between students in groups.
4. Students are expected to pay more attention when educators explain the material and actively participate in classroom learning and be able to improve their learning outcomes

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