

The Results Of Class Action Research About Improving Learning Outcomes Through Cooperative Learning Model Teams Games Tournament (TGT) On Integrated IPS Lesson

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Abstract : *This research aims to improve the activity and results of social studies class VII B through the implementation of cooperative learning methods Type Teams Games Tournament (TGT) in social studies in MTs Islamiyah Alhayatul 2016/2017. This study is a Class Action Research (CAR) conducted in two phases of the cycle. The first cycle consisted of two meetings and the second cycle consists of one session. Subjects in this study were students of class VII B, amounting to 27 students. The results showed that with the adoption of Type cooperative Teams Games Tournament (TGT) in class VII B student learning outcomes in the first cycle showed an increase from its initial observations of the number of students 27 people who get a grade of 75 or above was 11 people or 40.74 %.*

Thus the second cycle has reached a predetermined indicator in the learning process. Based on analysis of data obtained using the value of learning model type Cooperative Teams Games Tournament (TGT) on Integrated Social Science subjects can improve student learning outcomes.

Keywords: Cooperative Learning Model Tipe Teams Games Tournament (TGT)

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I. Introduction

Learning is an overall process of education in schools, activities the learning is the most basic activities. The successful achievement of the purpose of education is mainly determined by the learning process experienced by students. Students attending will experience changes both in knowledge, understanding attitude skills, and learning outcomes. The role of teachers in educational settings especially in the learning process is important in determining the quality and quantity of teaching are implemented. Somewaydoand used in proselearn to teach with the full expectation that teachers will be more memorable and teacher learning will be more meaningful. In knowing the demands and targets of the curriculum applied, it is necessary strategy fun learning in an effort to improve the mindset of students and potential students to succeed in teaching and learning process that is expected by the teacher. In order for the effort or the effort that can be done by teachers is a way to master the learning material and appropriate learning models. Therefore, the model of teaching has an important role in delivering teaching materials in order to achieve a predetermined goal. Selection of appropriate learning models will provide a positive influence on the achievement of learning outcomes. In selecting appropriate learning models, necessary creativity, and ability instructor or teacher. That means the teacher has the role and the authority to determine the appropriate learning models for learners. Because sometimes a subject that is delivered using an appropriate model, causing learners can follow and understand the given material easily.

Learning outcomes that are owned by students are not separated from the factors of the school as a learning environment, as related to the satisfaction of learning outcomes that are owned by the students of the school. Low interest student learning can affect student learning outcomes, because that in the learning process teacher's ability to deliver material inadequate and could lead to the classroom atmosphere becomes less attractive and tend to be boring, where the teacher explains while students just noted, so that in the learning process of teachers tend to be more active than passive students only. This means that only the dominant student activity carried out on hearing speech delivery, record, and answer the question if the teacher providing answers.

Based on the description above, the researchers intend to conduct research with the title "Improving Student Learning Outcomes Through Cooperative Learning Model Type Teams Games Tournament (TGT) Integrated IPS Lesson In Class VII B Alhayatul MTs Islamiyah In Malang

II. Theory And Research Methods

A study should be viewed with theory. Whereby theory study to be presented as supporting this research there are two variables including variables and models of learning outcomes Cooperative type Teams Games Tournament (TGT). Learning outcomes can be supplemented by a theory of learning outcomes and understanding the factors that affect learning outcomes, as well as the second variable that talk about TGT.

A. Understanding of Learning Outcomes

Slameto, (2010: 2). Learning is a process or a person's efforts to obtain a new behavior changes as a whole, as a result of his own experience in data interaction with their environment.

Abdurrahman, (in Jihad, 2012: 14). The learning result is the ability the child acquired after going through the learning activities. To obtain the results of learning, evaluation or assessment is a follow-up or a way to measure students' mastery level. Progress student achievement is not only measured by the level of mastery of knowledge but also attitudes and skills. Thus the assessment of student learning outcomes includes everything learned in school, be it regarding knowledge, attitudes, and skills of Jihad, (2012: 15).

Hamalik, (in Basrewan, 2012: 9). The learning result is a visible change in aspects of student behavior, including knowledge, understanding, habits, skills, appreciation, emotional, social relationships, physical and attitudes. The learning result is the success rate of students in the form of scores or values obtained from tests on a number of the specific material.

Arifin, (in Bokingo, 2014: 6). Suggests that learning outcomes are indicator of the changes that occur in individuals having experienced the learning process, in which to express it using a tool developed by teacher assessment, as test evaluation.

Learning is one of the activities students can do to stimulate the psychomotor abilities of students, student learning can improve the results of knowledge, where students who previously did not know could be out. Contonya, students cannot understand how the economic subjects, but after she learned she could understand how the economic subjects. While the level of achievement of learning outcomes of students have experienced the value of the learning process.

Based on the above definition, it can be concluded that the achievement of learning outcomes is the value obtained by students through the learning process. While the learning process is necessary to stimulate the psychomotor students to improve student learning outcomes.

B. Model Cooperative Learning Teams Games Tournament (TGT)

According to Sumarmi (in Jamnal, 2013: 12) outlines the steps of cooperative learning Teams Games Tournament (TGT) are arranged in two stages, namely pre-activity detail learning and learning activities. Learning pre-activity illustrates that need to be addressed in the plan.

TGT sequentially implementation consists of four major components, including 1) the presence of teachers (together with STAD); 2) The study group (together with STAD); 3) tournament; and 4) the introduction of the group.

- a. teachers prepare
 - card Problem
 - Student worksheet
 - Equipment / Materials
- b. Students are divided into several groups (each group member 5)
- c. Guru redirect rules of the game

The steps as follows: as the STAD model, the TGT students are placed in learning teams of four that is a mixture according to the level of achievement, gender, and ethnicity. Teachers prepare lessons, and then students work with their team to ensure that all team members have mastered the lesson. Finally, all students are subject to the quiz, the quiz this time they can help each other.

d. Rule (Scenario) Games

In a game consisting of: a group of readers, challenger group 1, group challenger II, and so on a number of existing groups. Group of readers, in charge of 1) download the numbered cards and searching questions in the game; 2) read the questions aloud, and 3) give the answer. Unity challenger group in charge: the reader agreeing to give a different answer. Meanwhile, the second challenger groups: 1) approve the reader or give a different answer; and 2) check the answer sheet. This activity is performed in a rotation (regular games).

C. WRITING METHOD

Based on the problems previously set, then the object of research of the author of Class VII-B MTs Islamiyah Alhayatul Malang. To make it easier to put forward the hypothesis, the researchers set the variables as follows:

1. variable input
2. variable process
3. variable output

Procedure classroom action research was conducted in four phases: 1) the preparation phase, 2) phase of action, 3). Observation and evaluation stage and, 4). Phase analysis and reflection.

III. Results And Discussion

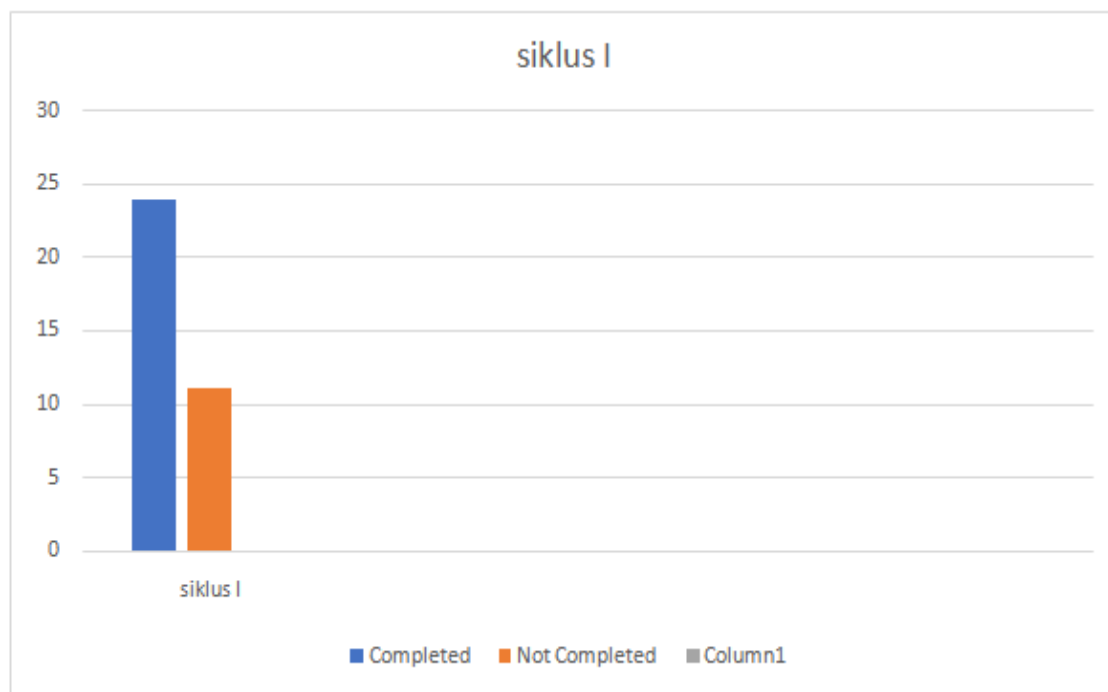
Implementation of classroom action research (PTK) is charged in social studies class Alhayatul MTs Islamiyah VII2 in Malang, using Cooperative learning model type Teams Games Tournament, is intended to improve student learning outcomes. Success measures used in this study is a performance indicator that is the number of students who obtain a minimum grade of 75 and above or pass the study was from 31.7% to 75%. VIIB class consists of 27 students included 16 male students and 11 female students.

Results of action research above shows that in the first cycle, the observation of the activities of teachers from 30 aspects are observed, qualifications consist of very good criteria consists of 4 aspects, then obtaining good criterion amounted to 11 aspects, while obtaining sufficient criteria amounted to 14 aspects, as well as who earn less criteria 1 aspect. Further observations on the student activities consist of 14 aspects observed, qualifications as the following: the criteria very well not be an aspect, there are four aspects that qualify as good, and 9 aspect that goes on sufficient criteria, as well as coming in fewer criteria consisted of 1 aspect.

The results of students in the first cycle obtained as follows, from the number of students who received grades of 75 or above was as many as 11 students or 40.74% and students who received grades below 75 are as many as 16 students or 59.26%, and power absorbency students in this first cycle, namely 72.40%

Mastery learning PUPILS CYCLE I

No.	Student's name	Value	Information
1	Dhul Ahmad Ilmi	50	Not Completed
2	Ahmad Naufal Ferdinand	75	complete
3	Alif Fawaid	75	complete
4	Amira Azizah	75	complete
5	Beauty Aruny Havilah	50	Not Completed
6	Ayu Firmanda	80	complete
7	Azahroh Putri	85	complete
8	Brilliant Trevania Filzah	65	Not Completed
9	Defrika Suardi	55	Not Completed
10	Yoga Fian Sefira	50	Not Completed
11	Fidia Nur Aulia	80	complete
12	fitria Adiba	45	Not Completed
13	Ghulam Ahmad Syahrul Jali	75	complete
14	Azizah Inayatul	45	Not Completed
15	Jihan Hanifa Nuraidin	50	Not Completed
16	M.Dhani Khoirudin	75	complete
17	Joey mohammad	80	complete
18	Muchammad Adam Nur Rohman	40	Not Completed
19	Muhammad Yunus Al Idrus	75	complete
20	Najwa Durrotun Hasanah	50	Not Completed
21	Nur Leli Maulidia	50	Not Completed
22	princess Yuvinda	50	Not Completed
23	Joey Rakha Adwa Bahari	80	complete
24	Renata Amalia Damayanti	65	Not Completed
25	Ria Novita	60	Not Completed
26	Salwa Shofiyatud Daliyah	65	Not Completed
27	Zaki ardiansyah	60	Not Completed
amount		1695	
Average		62.7	
The highest score		80	
lowest Rated		40	
students Completed		24	
Students Not Completed		11	
% Complete		40.74	



Based on the result of reflection along with social studies teacher, was the implementation of the teaching and learning process in the first cycle, there are still weaknesses that teachers not optimal in the master class, the teacher controls to

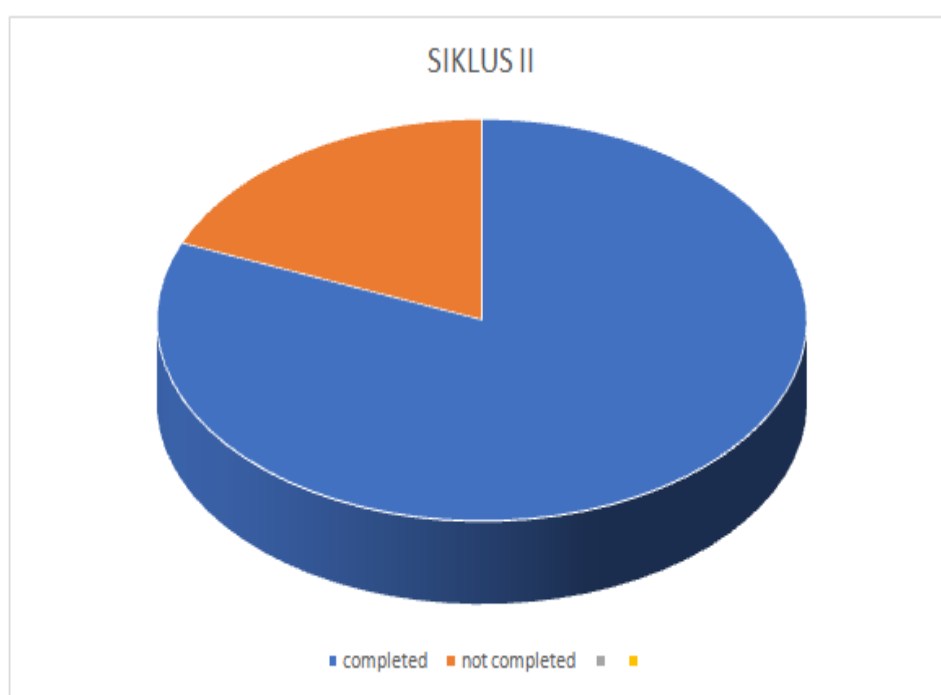
students who have difficulty learning in a group is not optimal, and the time available to complete the task of the group is limited. Following up on the need for improvement and attention, therefore do the second cycle by means of improving the quality of teaching and learning processes in order to improve learning outcomes that have been achieved in the first cycle, subsequent to the second cycle turns out there was an increase of various aspects, from the aspect activities of teachers, students as well as aspects of student learning outcomes. Observations on the second cycle, from observations of teachers' activities consisting of 30 aspects of qualifying as follows: there are seven aspects that go on very well with performance criteria 23.33% and that goes on both criteria were 17 aspects to the achievement of 56.67% While on the criteria contained enough six aspects or less 20% and there are aspects. In the observation activities of teachers in the second cycle, this indicates that the observations of teachers' activities on the second cycle increases.

The observation of the activities of students in the second cycle also increased by taking into account the weaknesses that occur in the first cycle, with improvements in the observation of activities of students in the second cycle increased with the following qualifications: 14 aspects of the entry on the criteria very well, then that goes on criterion good totaled 9 aspect, while the criteria for sufficient and less non-existent. From the above data shows that the teaching and learning process of teachers and students conducted by teachers and students have reached the appropriate maximum results expected by the researchers. As for the learning outcomes of students in the second cycle increased, the percentage scoring above 75 were 22 students or 81, 48% of 27th graders who obtain VIIB whereas a value below 75 amounted to 5 students or 18.52%. And absorption in the second cycle is 80.22%.

Mastery learning PUPILS CYCLE II

No.	Student's name	Value	Information
1	Dhul Ahmad Ilmi	85	Not Completed
2	Ahmad Nauval Ferdinand	80	complete
3	Alif Fawaid	75	complete
4	Amira Azizah	80	complete
5	Beauty Aruny Navilah	75	Not Completed
6	Ayu Firmanda	80	complete
7	Azahroh daughter	85	complete
8	Brilliant Trevania Filzah	75	Not Completed
9	Defrika Suardi	55	Not Completed
10	Yoga Fian Sefria	75	Not Completed
11	Fidia Nur Aulia	85	complete
12	fitria Adiba	60	Not Completed

13	Ghulam Ahmad Syahrul Jali	75	complete
14	Azizah Inayatul	60	Not Completed
15	Jihan Hanifa Nuraidin	75	Not Completed
16	M.Dhani Khoirudin	75	complete
17	Joey mohammad	85	complete
18	Muchammad Adam Nur Rohman	60	Not Completed
19	Muhammad Yunus Al Idrus	75	complete
20	Najwa Durrotun Hasanah	50	Not Completed
21	Nur Leli Maulidia	75	Not Completed
22	princess Yuvinda	75	Not Completed
23	Joey Rakha Adwa Bahari	85	complete
24	Renata Amalia Damayanti	65	Not Completed
25	Ria Novita	85	Not Completed
26	Salwa Shofiyatud Daliyah	65	Not Completed
27	Zaki ardiansyah	80	Not Completed
amount		1995	
Average		73.8	
The highest score		85	
lowest Rated		55	
students Completed		24	
Students Not Completed		5	
% Complete		80.22	



From the results of a classroom action research conducted by teacher researchers using Cooperate learning model type Teams Games Tournament (TGT) in learning activities, it can actually improve student learning outcomes in social studies Integrated. As for the changes in improving student learning outcomes in learning qualifications in the initial observation is only 31.7%, following the application of cooperative learning model type Teams Games Tournament (TGT) in the first cycle turns learning outcomes of students increased to 40.74% but has not reached the target indicator expected and following an improvement in the second cycle, it was found that the learning process has increased from 40.74% in the first cycle to 81.48% in the second cycle.

Menyakapi various descriptions above, it turns learning model Cooperative type Teams Games Tournament (TGT) is a model of learning that have great benefits for improving student learning outcomes, especially in social studies Integrated, which can be seen in the impact of student learning are high and a sense of cooperation among increasing student and student learning outcomes increase.

Based on the data in the above explanation, it is clear that the learning outcomes of students have increased both in the first cycle and the second cycle. In the second cycle, this is improving student learning outcomes have achieved the level of success research size or performance indicators that have been determined. Therefore the classroom action research (PTK) is charged in social studies with the material pattern of economic activity of the population, land use and settlement patterns. As well as the principal economic activity

greatly participate in class VIIB Alhayatul MTs Islamiyah Botumoito by applying Cooperative learning model type Teams Games Tournament (TGT), proven to improve student learning outcomes.

TGT learning model can actually be applied to any subject, with the teacher should be able to develop their teaching skills, not just that the TGT can also be applied in other schools such as SMA and SMK so not only on a junior high school. The advantages of TGT learning model, namely 1) the high involvement of student learning, 2) the positive interaction between students and students and teachers and students, 3) the students the spirit of learning. While the weakness of this TGT learning process can take a lot for teachers and can cause noise in the classroom and student learning motivated only on gifts alone. Then only creative teachers in the learning process are needed in doing this TGT learning model application.

IV. Conclusion

Based on data from the results of research and discussion that has concluded that it can be concluded that through the use of cooperative learning model type Teams Games Tournament in class VIIB Alhayatul MTs Islamiyah Malang can improve student learning outcomes. The increase was seen from the results of data analysis showed that 27 students who have been subjected to the action in cycle 1, 11 students (40.74%) tested thoroughly studied. The number and the percentage increase in the second cycle to 22 students (81.48%), the average student learning outcomes reached 80.22% and otherwise completed the study on the second cycle. It can be concluded that through cooperative learning Teams Games Tournament in class VII-B MTs Islamiyah Alhayatul Malang can be increased.

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