

Increasing The Activities And Learning Outcomes Of Class Iv Students In Chapter 3 Styles Around Us By Using The *Team Games Tournament* (Tgt) Learning Model At Sdn Karangpring 03 Sukorambi District, Jember Regency

Galih Raka Mukti¹, Agustiningsih², Kendid Mahmudi³

Primary School Teacher Education, Jember University, Tegal Boto Campus, Jl. Kalimantan No.37, East Krajan, Summersari District, Jember Regency, East Java 68121

rakagalih907@gmail.com

Abstract: *This research is motivated by deficiencies in student activities and learning outcomes so that efforts are needed to improve student activities and learning outcomes with classroom actions using the Team Games Tournament type cooperative learning model. The aim of this research is to improve the activities and learning outcomes of class IV students in Chapter 3 Styles Around Us at SDN Karangpring 03 Jember. The type of research used is classroom action research as an action step to improve the quality of learning and see the influence on learning outcomes. The subjects of this research were all class IV students at SDN Karangpring 03 Jember. This research uses data collection research methods in the form of observations, tests and interviews. The results obtained after conducting research using the Team Games Tournament type cooperative learning model were more effective when compared to using the previous model. And students' responses to the use of the Team Games Tournament type learning model are included in the very good category and can provide an increase in activity and learning outcomes for students who are less than satisfactory. This can help and become an alternative model that can be used to achieve the expected results in class. Students who initially lack interest in learning by making noise in class can eventually decrease. So it can be said that the Team Games Tournament learning model is very effective and practical to use in learning.*

Keywords : *team games tournament model, learning outcomes, learning activities*

INTRODUCTION

. In the world of Indonesian education, its journey every era always leads to progress. This can be seen as the government continues to carry out various policy efforts. Currently, several policies have been issued by the government which have resulted in public discussions, this is related to the "free learning" curriculum. Freedom to learn is a form of policy adjustment to restore the essence of assessment which is increasingly being forgotten. The concept of Freedom to Learn is to return the national education system to the essence of the law to give schools the freedom to interpret the basic competencies of the curriculum for their assessment (GTK Secretariat, 2020).

In this independent curriculum, natural science learning is integrated with social science to become science. The objectives of science and science learning in this curriculum are to develop interest and curiosity, play an active role, develop inquiry skills about oneself and one's environment, and develop knowledge and understanding of science and science concepts. To support this achievement, it is necessary to develop teachers, in order to form professional teachers. One of the

efforts that has been made is for the government to provide teachers' books. The teacher's book contains material content and learning strategies which serve as a guide in implementing independent curriculum learning. Fadhilaturrahmi, (2017) stated that the scientific approach must also be balanced with the use of learning models that are innovative, varied, can increase activity and shape the character of students.

Based on the results of observations that have been made, there are still some students who do not understand the teacher's explanation about style . Various efforts have been made by teachers to improve student activity and learning outcomes by using several learning methods that are appropriate to the material, teachers also provide special guidance to students whose learning outcomes are low. However, these efforts still cannot increase students' interest in learning.

The main factor causing the lack of activity and student learning outcomes in learning requires efforts to increase activity and learning outcomes with classroom actions using variations of the *Team Games Tournament type cooperative learning*

model . *Team Games Tournament* type cooperative learning is learning that involves students which is an important point in the success of the teaching and learning process. Cooperative learning is a form of learning in which students learn and work in small and collaborative groups whose members consist of 4-6 people with a heterogeneous group structure (Hamruni, 2016). Based on the explanation above, research will be carried out entitled "Improving the Activities and Learning Outcomes of Class IV Students in Chapter 3 Styles Around Us by Using the *Team Games Tournament* (TGT) Learning Model at SDN Karangpring 03 Jember, Sukorambi District, Jember Regency."

RESULTS AND DISCUSSION

The research carried out at SDN Karangpring 03 consisted of 27 students, consisting of 10 male students and 17 female students. This research was carried out starting October 23 2023, by asking permission from the school principal and also the class I V teacher to conduct the research . This research includes data from pre-cycle, cycle 1, and cycle 2.

The following is data on student learning outcomes in each cycle which can be seen based on the attachment. A summary of student learning outcomes can be explained with tables and figures as follows.

Table 4.1 Criteria for Cycle I Student Learning Outcomes

Criteria	Frequency	Percentage (%)
Very good	3	11,11
Good	9	33.33
Enough	9	33.33
Not enough	5	18.52
Very less	1	3.71
Amount	27	100

Table 4.2 Percentage of Cycle II Student Learning Results

Criteria	Frequency	Percentage (%)
Very good	10	37.04
Good	9	33.33
Enough	8	29.63
Not enough	0	0
Very less	0	0
Amount	27	100

Table 4. 3 Improvements in Learning Outcomes from Pre-Cycle, Cycle I, Cycle II

Category	Pre Cycle (%)	Cycle I (%)	Cycle II (%)
Very good	11 ,11	11 ,11	37 .04
Good	29.36	33 ,33	3 3.33
Enough	29.36	33 ,33	29.63
Not enough	22 ,22	1 8.52	0
Very less	7 .41	3.71	0
Amount	100	100	100

Based on the table, it can be seen that there is an increase in science learning outcomes by applying the model *Team Games Tournament* (TGT) starts from pre-cycle action, cycle I, cycle II, where the criteria for learning outcomes from pre-cycle to cycle I are in the very good category at 0% from 11.11 % to 11.11 %, while the learning outcomes in the very good category From both cycle I to cycle II there was an increase in lift of 2 5.93 % from 11.11 % to 37.04 % . The criteria for learning outcomes from pre-cycle to cycle I in the good category increased by 3.7 % from 29.63 % to 33.33 %, while learning outcomes in the good category in cycle I to cycle II remained at 0%, which was originally 33 . 33 % becomes 33.33 % . The criteria for learning outcomes from pre-cycle to cycle I in the sufficient category experienced an increase of 3.97 % from 29.63 % to 33.33 %, while learning outcomes in the sufficient category in cycle I to cycle II experienced a decrease of 3.97 % from 33 . 33 % to 29.3 6 % . The criteria for learning outcomes from pre-cycle to cycle I in the poor category decreased by 3.7 % from 22.22 % to 1.8.52 %, while learning outcomes in the insufficient category in cycle I to cycle II experienced a decrease in numbers of 1.8 . 52 % which was originally 1 8.52 % became 0%. The learning outcome criteria from pre cycle to cycle I in the very poor category decreased by 3.76 % from 7.41 % to 3.71 %, while learning outcomes in the very poor category in cycle I to cycle II experienced a decrease of 3.71 % which was originally 3.71 % became 0%.

The following are student learning activities in each cycle which can be seen based on the attachment. A summary of student learning outcomes can be explained with tables and figures as follows.

Table 4. 4 Percentages of Learning Activity Criteria in the Pre – Cycle

Criteria	Frequency	Percentage (%)
Very active	0	0
Active	5	18.52
Quite Active	12	44.44
Not active	10	37.04
Very Inactive	0	0
Amount	27	100

Table 4. 5 Percentages of Learning Activity Criteria in the Pre – Cycle

Learning activity	Percentage (%)
Listen	81
Submit an Opinion	64
Conducting Experiments	59
Average	68

Table 4. 6 Percentages of Learning Activity Criteria in Pre Cycles and Cycles I

Criteria	Pre Cycle	Cycle I
Very active	0	0
Active	18.52	81.48
Quite Active	44.44	18.52
Not active	37.04	0
Very Inactive	0	0
Amount	100	100

Table 4. 7 Percentages of Learning Activity Criteria in Pre Cycles and Cycles I

Learning activity	Percentage (%)
Listen	80
Submit an Opinion	95
Conducting Experiments	90
Average cycle I learning activities	88

Table 4.8 Percentage of Learning Activity Criteria in Cycle I and Cycle II

Criteria	Cycle I	Cycle II
Very active	0	0
Active	81.48	88.89
Quite Active	18.52	11.11
Not active	0	0
Very Inactive	0	0
Amount	100	100

Table 4.9 Percentage of Learning Activity Criteria in Cycle II

Learning activity	Percentage (%)
Listen	94
Submit an Opinion	97
Conducting Experiments	98
Average	96

Table 4. 10 Improvements in Learning Activities from Pre-Cycle, Cycle I, Cycle II

Category	Pre Cycle (%)	Cycle I (%)	Cycle II (%)
Listen	81	80	94
Submit an Opinion	64	95	97
Conducting Experiments	59	90	98
Average	68	88	96

Based on the presentation that has been made, this review is a more detailed review of class actions which apply the *Team Games Tournament (TGT) model*. which has the aim of improving student learning and fostering a critical and active attitude in class I V students in Chapter 3 Styles Around Us at SDN Karangpring 03 . This research began at the pre-cycle stage where learning had not yet been carried out using the *Team Games Tournament (TGT) model* . The results of the implementation carried out in pre-cycle actions, where data was obtained that the general student learning outcome score was 62, which is still relatively low. The results of the implementation at the pre-cycle stage are used as a basis for designing

learning tools which will later be used in cycle I actions and cycle II actions.

Implementation in cycle I where the researcher acts as a teacher by implementing the *Team Games Tournament model* in Chapter 3 Styles Around Us, in the learning process carried out in cycle I, students were more interested and played a critical active role during the learning process, however there were obstacles in cycle I where students were not yet accustomed to implementing the *Team Games Tournament (TGT) model*. So even those with low abilities have difficulty understanding the material and the class situation is less conducive. Based on the learning outcomes tests carried out in cycle I, it was able to increase students' learning outcomes scores, however, the scores achieved were not able to reach the maximum score of the targeted success indicators so the researchers took action, namely by implementing cycle II. Learning activities also increased in cycle I because students had the courage to give opinions and carry out experiments, even though only a few students.

Based on the implementation in cycle II, the researcher acts as a teacher by applying the model *Team Games Tournament (TGT)* in Chapter 3 The Style Around Us, in the implementation process of cycle II it has been carried out well, students are used to implementing the *Team Games Tournament model of learning*, students are more active and critical in spirit. Class conditions also appear to be very conducive compared to cycle I. Based on student learning outcomes in tests conducted in cycle II, it shows that the general learning outcome score is 74, which is classified as good. Implementation in cycle II has been able to improve student learning outcomes compared to cycle I and pre-cycle. In general, the learning outcomes obtained have reached the maximum score of the success indicators targeted by the researchers.

CONCLUSION

Based on the results of data analysis and discussion described in the previous chapter, the following conclusions can be obtained.

1. *Team Games Tournament (TGT)* learning model can increase student activity in Chapter 3

Styles Around Us at SDN Karangpring 03 semester 1 of the 2023/2024 academic year.

2. *Team Games Tournament (TGT)* learning model can provide an increase in student learning outcomes in Chapter 3 Styles Around Us at SDN Karangpring 03 semester 1 of the 2023/2024 academic year.

SUGGESTION

Presentation of the results of research investigations and observations that have been carried out at several stages so that there are suggestions that can be considered, namely:

- a. School Principals

are encouraged to be able to act as a driving force for teachers to implement innovative learning models and contribute to improving the quality of learning.

- b. For Educators,

it is hoped that the use of the *Team Games Tournament (TGT)* model can be a consideration for variations in a learning model and can provide innovation and creativity to foster interest in learning which will also have an impact on learning outcomes which are in line with expectations or indicators of success. Better understand students' special needs if this is necessary so that success in learning can increase.

- c. For Other Researchers,

it is necessary to consider and develop a *Team Games Tournament (TGT)* system for face-to-face learning so that learning activities can achieve maximum results in accordance with the objectives of teaching and learning activities.

BIBLIOGRAPHY

- Abdul Hadis and Nurhayati. *Psychology in Education*. Bandung: Alfabeta, 2017
- Abdurrahmat Fathoni, *Research Methodology and Techniques for Preparing Theses*, Jakarta: Rineka Cipta, 2016.
- Agus Budiatawa Purta. Kusmariyatni and the Image of Authority. "The Influence of the *Team Games Tournament (TGT)* Type Cooperative Learning Model on Class IV Science Learning Outcomes in Cluster VIII, Kubuaddan District", *e-Journal*

- MIMBAR PGSD Ganesa Education University, (Singaraja: Ganesa Education University), Volume:2.1/2016
- Anas Sudjiono, *Introduction to Educational Statistics*. Jakarta: PT Raja Grafindo Persada, 2018
- Asih Widi Wisudawati and Eka Sulistyowati. *Science Learning Methodology*. Jakarta: Bumi Aksara, 2014. Dimiyati and Mudjiono. *Learning and Learning*. Jakarta: Rineke Cipta, 2019. E. Mulyasa. *Education Unit Level Curriculum*. Bandung: PT Teen Rosdakarya, 2018.
- Hamruni. *Fun Active Learning Strategies and Models*. Yogyakarta: Investama, 2012
- Kunandar, *Classroom Action Research*. Jakarta: PT. Raja Grafindo Persada, 2017.
- Kunandar. *Easy steps for classroom action research as teacher professional development*. Jakarta: Rajawali Press, 2016
- Miftahul Huda. *Teaching and Learning Models*. Yogyakarta: Learning Library, 2016.
- Muhibbin Shah. *Psychology of Learning*. Jakarta: PT Grafindo, 2016
- Muhibbin Syah, *Educational Psychology*. Bandung: Rosdakarya, 2016.
- Mulyadi. *Education Evaluation*. Malang: UIN Maliki Press, 2017.
- Nana Sudjana. *How to Actively Learn Students in the Teaching and Learning Process*. Bandung: Sinar Baru, 2016.
- Oemar Hamalik. *Teaching and learning process*. Jakarta: Bumi Aksara, 2015
- Robert E. Slain. *Cooperative Learning Theory, Research and Practice*, translated by Narulita Yusron, from the original title *Cooperative Learning: research and practice*. Bandung: Nusa Media, 2015.
- Rostiana Sundayana. *Educational Research Statistics*. Bandung: Alfabeta, 2016.
- Rusman. *Learning Models*. Jakarta: Raja Grafindo, 2016.
- S. Margono, *Educational Research Methodology*, Jakarta: Rineke Cipta, 2017
- Sugiono. *Action Research Methods (Quantitative, Qualitative and R&D Approaches)*. (Bandung: Alfabeta, 2015).
- Suharsimi Arikunto. *Classroom action research* Jakarta: Bumi Aksara, 2012.
- Trianto. *Designing an Innovation-Progress Learning Model Concept, Foundation and Implementation in the Education Unit Level Curriculum (Ktsp)*. Jakarta: Prenada Media Group, 2009.
- Trianto. *Integrated Learning Model Concepts, Strategies and Implementation in the Education Unit Level Curriculum (KTSP)*. Jakarta: Bumi Aksara, 2010.
- Wina Sanjaya. *Learning Strategies Oriented to Educational Process Standards*. Jakarta: Kencana, 2015.
- Wina Sanjaya. *Learning strategies*. Jakarta: Kencana, 2016.
- Desmita, *Developmental Psychology*. Bandung: PT Teen Rosdakarya, 2016
-