

The effect of Team Game Tournament (TGT) Cooperative Learning Method Application toward Learning Motivation and Achievement

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ABSTRACT

This study aims to: (1) find out the differences in economic learning outcomes between students who are treated with cooperative learning models and students who are treated conventional learning models in SMA Pasaman Barat Scholar, (2) Economic learning outcomes of students who have higher learning motivation compared with the economic learning outcomes of students who have low motivation to learn in West Scholar Senior High School, (3) Knowing the Interaction between learning models and economic learning outcomes of West Scholar Senior High School students. This type of research is experimental. The study population was all students of class X SMA Pasaman Barat Pasaman who registered in the 2018/2019 school year. The sampling technique is purposive sampling. The sample is class X2 students as the experimental class and class X1 students as the control class. The type of data consists of primary and secondary data, while data analysis techniques are descriptive and inductive analysis. Inductive analysis using two-way ANOVA. The results showed that (1) the learning outcomes of students' economic subjects taught using the Teams Games Tournament learning model were higher than the learning outcomes of students who were taught using conventional models.

Keywords: Learning Model, Learning Outcomes

1. INTRODUCTION

Education has a very important role in improving and developing to produce quality Indonesian human resources, because education basically provides guidance or habits consisting of a group of people who are given a teaching and training so they can become Indonesian people with quality and character in accordance with order of human life. Improving the quality of human resources is one emphasis of the purpose of education. The law on the National education system No. 20 of 2003 formulates the functions and objectives of national education.

Education has a very important role in shaping human civilization so that it can become a human with dignity and can educate a life, and that education can build the potential of Indonesian people, especially students so that

they can believe and be obedient to God Almighty so that they can become good citizens. , competent creative and independent and can be responsible for their environment.

The learning process can occur well if there is good interaction in the classroom. The involvement of teachers and students in the learning process greatly influences the delivery of subject matter. The teacher uses a variety of strategies in learning that are supported by models, methods and media in order to be a support in the delivery of subject matter.

Economics is a subject that studies everything that exists and will happen in the future. However, in this learning process a lot of material from these subjects is not easily understood by students, especially if the material presented is only abstract theory or with

conventional models. This can be seen from the evaluation of learning outcomes in the Basic Concepts of Learning Economics from the 50 students who obtained the highest score of 94 and the lowest score of 60 while the KKM in SMA Pasaman Barat was 75

We can find out about student learning outcomes in various ways, including a teacher can give daily assignments or tests to students so that we can find out the student's abilities personally with the Minimum Completeness Criteria (KKM) that has been set by the local educational institution, if there is a student who still not meeting the minimum standards in the learning outcome process, automatically the learning process or model being taught is not optimal. The failure can be caused by several things, whether from the strategies, methods, models, or media that have been applied. Learning outcomes according to Suprijono in Thobroni, (2015) are patterns of actions, values, understandings, attitudes, appreciation, and skills. Learning is a stage that will shape a person's character, can be seen from the deeds and behavior of someone who is done and the attitude that creates a person's character. One learning model that is considered appropriate and appropriate is cooperative learning in economic learning. The level of student understanding will be maximally obtained if learning is related to daily life or problems that exist in the environment around students. The task of the teacher is to manage the class as a team that work together to find something new for class members (students). Something comes from discovering itself, not from what the teacher says. The application of cooperative learning models is expected to be able to build students' understanding of the material that has been taught because students experience the material in the real world, so students will have a strong memory for the material that they get. Based on the above, the researcher tries to solve the existing problem by developing one of the learning models, namely cooperative learning. cooperative is one of the learning models that are group and ask each other friends about the material, summary, implementation guidelines

and tasks that must be completed by students in accordance with the basic competencies that must be achieved (Prastowo, 2015: 204). Material for basic concepts in economics learning for Class X at SMA Pasaman Barat Scholar. The results of this study indicate that this learning model can be developed and used in learning with an average worth of 72.58% (very feasible). Other studies using the cooperative learning model team games tournament (TGT) type.

2. METHODS

2.1 Research Approach

This quantitative research is scientific research that is systematically containing certain sub-parts that can be developed using a learning model, and this quantitative research is carried out in accordance with pre-planned procedures.

2.2 Research Design

The research design can be interpreted as a clear depiction of the relationship between variables, data collection, and data analysis, so that with a research design that both researchers and other interested parties have a picture of how the relationship between one variable with another variable.

As for what is used is experimental and conventional research methods with a 2 x 2 design (by level), because it will give treatment to free variable samples, namely the learning method and the level of learning outcomes, which aims to see the difference in the effect of each of these variables on economic learning outcomes which are the dependent variable.

The interrelation of the independent variable as a predictor and the dependent variable as a criterion in experimental research is called the 2 x 2 design (by level), where the structure of the study investigates the differences of the two independent variables and their interactions together with respect to the dependent variable.

For more details, the grouping of experimental and conventional samples can be seen in the following table:

Table 1. Factorial Design

Learning Model (A) Learning Discipline	Learning Model	
	Learning Model Kooperatif Tipe Team Games Tournament (TGT)	Learning Model Konvensional (A ₂)
High (B ₁)	A ₁ , B ₁	A ₂ , B ₁
Low (B ₂)	A ₁ , B ₂	A ₂ , B ₂

Information

1. A1B1: Groups of students who have high discipline of high learning receive lessons with a cooperative model.
2. A2B1: Groups of students who have high learning discipline accept teaching with conventional models
3. A1B2: Student groups have low learning discipline that accepts teaching with a cooperative learning strategy team type tournament game (TGT)
4. A2B2: Groups of students who have low learning discipline who accept teaching with conventional models

2.3 Research Instruments

Before the test is given to students the research sample is tested on a school / other class which is taken as a trial class the instrument of the trial is carried out to determine the level of validity and reliability, the validity of the test is investigated by asking for expert opinion on the items made.

The instrument used was in the form of a questionnaire that was developed by researchers themselves with a Likert scale of 5 ranges, with a score range of 1 to 5 for each indicator. The questionnaire developed consisted of the principal's management questionnaire and learning media. All of these questionnaires were given to pre-determined samples. The data generated from this questionnaire is in the form of quantitative data which will then be analyzed using parametric tests.

2.4 Sampling technique

The sampling technique uses a purposive sampling technique. The purpose of sampling with a purposive technique is sampling from populations that have similarities to the population or can represent the population or representative sample (Arikunto, 1998). The way to determine the experimental class is by using the group discussion method approach and the individual tai model approach as follows.

- 1) In 1 (one) class for example class X Economics will be drawn to determine which class is given the treatment model of learning with group discussion methods, which class with conventional methods
- 2) Based on the draw, the first class drawn will be the experimental class using the group discussion method and the rest using the conventional method

Each experimental class was divided into two groups of students with high motivation and students with low motivation. Determination of students with high and low motivation is done by using a questionnaire. From the sampling step obtained research samples totaling 50 students.

3. RESULTS AND DISCUSSION

The learning model used in class X which consists of the experimental class) learning model while the learning model that is given to the control class is the conventional or old model of learning where the teacher explains more and speaks in front of students, while the students listen more to the information from the teacher.

From the sample of learning outcomes, class intervals, frequencies, and values of mean, median, mode, standard deviation, variance, minimum and maximum scores can be arranged.

Based on the results of the above research, it can be concluded that the average value of student learning outcomes used by using the Teams Games Tournament (TGT) learning model has a value of 80.12 automatically where students who are taught with the experimental model

have achieved the minimum completeness of the KKM set by the school. Of the 25 students in the experimental class as many as 18 students who have scored above the KKM, while 7 more students are still below the KKM. This means that the application of the Teams Games Tournament learning model can improve student learning outcomes. Distribution of Student Learning Outcomes of Control Classes at SMA Pasaman Barat.

Table 2 Frequency Distribution of Control Class Learning Outcomes

No.	Interval	Control Class		Information
		Fi	%	
1	89- 100	0	0	Complete
2	84 – 92	3	12	Complete
3	75 – 83	6	24	Complete
4	66 – 74	9	36	Not Complete
5	57 – 65	4	16	Not Complete
6	48 – 56	3	12	Not Complete
	Amount	25	100	
Mean			70,60	
Median			69,00	
Mode			69,00	
Standart Deviation			10,74	
Variation			115,33	
Max			93,00	
Min			49,00	

Source: Processed Data 2019

Based on the table above it can be concluded that the average student learning outcomes taught by conventional methods is 70.60. This means that on average where students in the control class have not reached the completeness set by the school that is 75. Of the 25 students in the control class as many as 9 students who have scored above the KKM, while 16 more students are still below the KKM. This means that there

are still many students in the control class who have not reached the specified completion.

From the results of the processed data it can be concluded that the learning outcomes of students in the experimental class taught by using the Teams Games Tournament learning model are better than the control class students taught by the Conventional method.

- 1) Distribution of Student Learning Outcomes for Experimental Classes at West Pasaman Cendekia High School

Table 3 Frequency Distribution of Experimental Class Learning Outcomes

No.	Interval	Experimentation Class		Information
		Fi	%	
1	89 - 100	4	16	Complete
2	82 - 88	9	36	Complete
3	75 - 81	5	20	Complete
4	68 - 74	5	30	Not Complete
5	61 - 67	1	4	Not Complete
6	54 - 60	1	4	Not Complete
	Amount	25	100	
Mean			80,12	
Median			83,00	
Mode			86,00	
Standart Deviation			8,36	
Variation			69,86	
Max			94	
Min			60	

Source: Processed Data 2019

Control Class Students at SMA Pasaman Barat Scholar

- a. Average and Level of Achievement of Respondents in Learning Discipline of

Table 4. Average and Level of Achievement of Respondents in Learning Control Class

No	Indikator	Average	TCR	Information
1	Discipline in following lessons in class	3,64	72,89	Enough
2	Discipline in working on lesson assignments	3,42	68,40	Enough
3	Discipline Study Groups at home	3,52	70,31	Enough
4	Study hard	3,69	73,81	Enough
	Average	3,57	71,35	Enough

Source: Processed Data 2019

- b. Grouping Student Learning Outcomes Based on Differences in Student Learning Disciplines in Classes X.1 and X.2 in SMA Pasaman Barat Scholar.

The grouping of learning outcomes with high learning discipline and low learning discipline uses the opinion of Arikunto (2009):

296) while the way is to compare the values of each item with the mean (mean) value of all items as a barrier, with the following conditions: a) values above the average indicate the category "High" and b) the average value and lower than the average indicate the category "Low".

Comparison of student learning outcomes based on high learning discipline and low learning discipline experimental class and control class can be seen from Table 4.5.

Table 5 Comparison of Economic Learning Outcomes by High Learning Discipline Group and Low Learning Discipline in the Sample Class

No	Sample Statistics	Learning outcomes Experimentation Class		Learning outcomes Control class	
		Learning discipline High	Learning discipline Low	Learning discipline High	Learning discipline Low
1	Lots of Data	14	11	9	16
2	Average	84,93	74,00	80,67	64,94
3	The highest score	94	86	91	77
4	Lowest Value	74	60	69	439

Sumber: Data Olahan 2019

Based on Table 4.5 obtained in the experimental class found 14 students who have high learning discipline and 11 students who have low learning discipline, in the control class there are 16 students who have high learning discipline and 9 students who have low learning discipline, so the number student learning outcomes tested hypothesized amounted to 50 students.

We can see this together that students who have high learning discipline have good learning outcomes according to the minimum completeness criteria of the KKM at school, this happens because teachers have concepts and learning models that are good according to student expectations, where students are more enthusiastic in participating in the learning process and can do the assignment well given by the teacher

Students who have low learning discipline in the experimental class get an average value of 74 learning outcomes, and the learning process or learning outcomes in the control class who have low learning discipline with a value of 64.94, we can see that students who have low learning

discipline at The experimental class is higher than the learning outcomes of students who have low learning in the control class, this shows that students more easily absorb the material provided by the teacher using a fun or group learning model than the conventional model of learning.

Based on the test results obtained that the learning outcomes of students of Economic subjects taught by using the Teams Games Tournament learning model is significantly higher than the learning outcomes of students who are taught using Conventional learning models. The results of this study can also be seen from the average learning outcomes of students who use the Teams Games Tournament learning model of 80.12, while those using conventional learning models of 70.60.

The use of conventional models in the learning process can run effectively and structured where the full content of the material is delivered to students in a relatively short time and the teacher who has a thorough preparation in the delivery of lessons can attract students' attention. However, it is undeniable that the

conventional model has weaknesses, namely that the space for active students is indeed too narrow which impacts not developing students' social skills. Although conventional has the disadvantage of not developing students' social skills but it does not become a barrier because the teacher will play an active role in the self-development process of each student to obtain good results by using this learning.

According to Setiadi (2008: 34) "the conventional model is a learning model that is more teacher centered". The demands of this learning model make the role of the teacher quite dominant, so the teacher is required to be able to become an attractive model for students or the teacher can also involve students into models. If this happens, the teacher gives high expectations that students achieve good learning outcomes by maximizing the management of learning and utilizing an effective learning environment.

Team Games Tournament (TGT) is a type of cooperative learning that places students in study groups of 5 to 6 students who have different abilities, genders and syllables or words. The teacher presents the material, and students work in their respective groups. In group work the teacher gives LKS to each student. The assignment is done together with the group members. If there are group members who do not understand the assignment, then other group members are responsible for giving answers or explaining them, before asking the question to the teacher (Rusman, 2011: 224).

Istarani (2014:) argues that Team Games Tournament (TGT) can be used in a variety of subjects, from the exact sciences, social sciences and languages from elementary education, to tertiary education. TGT is very suitable for teaching learning objectives that are formulated sharply with one correct answer. Trianto (2010: 57) states that the Team Games Tournament (TGT) model is one type of cooperative learning model, where the main objective of cooperative learning is to maximize student learning to improve academic achievement that can be seen from the learning outcomes obtained by students.

4. CONCLUSION

Based on research conducted, it can be concluded as follows:

1. Student learning outcomes in economic subjects taught using the Teams Games Tournament learning model are higher than student learning outcomes taught using conventional models. This means that the Teams Games Tournament learning model is one model that can improve economic learning outcomes compared to conventional methods.
2. Learning outcomes of economic subjects students who have high learning discipline are higher than the learning outcomes of students who have low learning discipline. This means that students who have high learning discipline will have better learning outcomes than students who have low learning discipline.

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