

The Effectiveness of Economic Learning Using the Cooperative Learning Model Type of Team Games Tournament with the Help of Edmodo Learning Media on Learning Outcomes

(A quasi-experimental study of class X social studies at SMA Negeri 7 Tebo Regency)

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ABSTRACT

The purpose of this study was to analyze (1) the differences in motivation, activity, and student learning outcomes using the Cooperative Learning Type TGT learning model with the help of Edmodo learning media for students of class X IPS SMA Negeri 7 Tebo Regency in economic subjects compared to conventional learning (2) model Cooperative Learning Type TGT learning with the help of Edmodo learning media is effective in improving the learning outcomes of class X Social Studies students at SMA Negeri 7 Tebo Regency in economic subjects. This type of research is using quantitative research methods. The population of this study was students of SMA Negeri 7 Tebo Regency, with a population of 122 people and a sample of 62 people. The sampling technique is purposive sampling. The type of data in this study uses primary data and secondary data. The results of the study of student motivation obtained in the experimental class showed that the average value of the pretest was 69.22, and the post-test was 83.28. While in the control class, the students' motivation obtained an average of 67.55 pretests and 74.68 post-test. The student activity obtained in the experimental class showed that the average value of the pretest was 71.42, and the post-test was 83.82. Meanwhile, in the control class, the students' activity obtained an average of 71.7 pretests and 76.28 post-test. Based on the analysis of hypothesis testing, it was found that learning outcomes were obtained by t count (7.473) > t table (2.00) or $\text{sig} < 0.05$. Student learning outcomes obtained in the experimental class showed that the average value of N-Gain was 0.48, and the control class was 0.21. The conclusions are (1) there are differences in students' motivation, activities, and learning outcomes using the TGT type cooperative learning model with the help of Edmodo learning media compared to the conventional model (2) the TGT type cooperative learning model with the Edmodo learning media help effectively improve learning outcomes compared to conventional models in class X students at SMA N 7 Tebo Regency.

Keywords: TGT Model, Edmodo Media, Motivation, Activities, Learning Outcomes

I. INTRODUCTION

Education plays an important role in ensuring the life of the people of a country because Education is a tool (vehicle) to develop and improve the quality of its human resources. The development of science and technology must be supported by quality human resources through Education. Education is a process designed to influence learners to adapt to the environment, thereby causing their own changes and enabling them to play a strong role in people's lives [1].

Learning depicts endeavors to extend information in an orderly and planned way. This is often in

understanding with Law Number 20 of 2003 concerning the goals of Indonesian Instruction within the national instruction framework, specifically: "Instruction could be a cognizant and arranged exertion to form a learning environment and learning prepare so that understudies effectively create their potential to have otherworldly, devout quality. Self-control, identity, insights, respectable character, and aptitudes required by himself, society, country and state" (SISDIKNAS Law).

The formal education process to achieve learning objectives requires other learning support components. The learning components must be able to interact and form an interconnected system to create a quality learning

process. These components include: a) learning objectives, b) learning materials, c) learning methods, d) learning media, e) teachers and educators, f) students and g) assessment and evaluation. If all components operate as expected, then the educational goals are not impossible to achieve [2].

In general, economics learning is dynamic learning that is close to the daily lives of students. The concepts of demand, priority scale, scarcity and rationality, choice of benefits, and risks are things that are often encountered in economic activities and are also taught in economics disciplines at the formal education level. In this regard, economics must be taught according to the needs of students to meet future challenges. This is in line with one of the objectives of economic lessons from the relevant content standards in Government Regulation No. 22/2006, namely: "to form a wise, rational, and responsible attitude by having knowledge and skills in economics that are beneficial for oneself, household, and society [3].

So far, the assessment of economic learning is more about doing tests and providing the material that students must remember. Educators only use questions that test students' conceptual understanding of the material [4]. In economics learning, the teacher only explains the material or topic of the lesson in front of the class. Therefore, students must pay attention to the book as an educator's guidance and finally give the homework that is in the LKS book. Based on the comes about of interviews that the authors conducted during the pre-research conducted by SMA Negeri 7 Tebo Regency (16 November 2020 at 09.00 WIB), the authors interviewed four social studies students in class X, one of whom stated that they understood economics. The concept of learning can be

connected with everyday examples, while the other three said they did not understand it because of the material so much that they could not imagine its practice in everyday life. Most of the students' understanding is tried by basically recalling the answers to the questions [4]. The reality in the field shows that students in schools are usually heterogeneous (with different abilities), and as educators, we often assume that all students in a class have the same level of ability, so it will not affect these differences.

Some of the implementations of entrepreneurship education at the elementary school level are (a) integrated entrepreneurship learning into the relevant subjects, teaching materials, extracurricular activities, as well as other self-development activities, (b) providing entrepreneurship education content in increasing understanding of entrepreneurship, the soul and character of an entrepreneur as well as growing the ability in entrepreneurship, (c) fostering a culture of entrepreneurship around the school environment.

Based on the author's observations at SMA Negeri 7 Tebo Regency, in the learning process in class, learning activities only record the material given by the educator. Students become less enthusiastic and not challenged by the learners taught by educators. Low learning participation affects the learning outcomes obtained by students. Based on the data obtained by the author, it can be seen that the daily test scores of students in class X social studies economics subjects and school final exam scores (UAS) are still below the minimum graduation standard (SKM), which is 70. This can be seen within the table underneath :

Table 1. Recapitulation of Daily Test Values for Class X Students in Economics Subject at SMA Negeri 7 Tebo Regency.

No.	Class	Total Students	Finished (> 70)	Not Finished (< 70)	Percentage (%)	
					Finished	Not Finished
1	X IPS I	31	17	14	54,83	45,16
2	X IPS II	31	12	19	38,70	61,29
3	X IPS III	30	10	20	33,33	66,66
4	X IPS IV	30	9	21	30	70

Source: SMA Negeri 7 Tebo Regency. 2020

Table 2. Recapitulation of Final Semester Examination Scores (UAS) for Class Students in Economics Subject at SMA Negeri 7 Tebo Regency

No.	Class	Total Students	Finished (> 70)	Not Finished (< 70)	Percentage (%)	
					Finished	Not Finished
1	X IPS I	31	14	16	46,66	53,33
2	X IPS II	31	13	17	43,33	56,66
3	X IPS III	30	11	19	36,66	63,33
4	X IPS IV	30	12	18	40	60

Source: SMA Negeri 7 Tebo Regency. 2020

Based on the table above, it can be explained that there are still many students who do not complete, one of the reasons is the number of teachers who still use the lecture method. That is, the success of school education is highly dependent on the performance of educators. In addition, success depends on the ability of educators to manage the learning process. Thus, the victory or disappointment of accomplishing instructive objectives is exceptionally subordinate to the learning handle experienced by understudies.

The learning model is one of the keys to successful learning. The creativity and ability of educators are needed when choosing an appropriate learning model. That is, educators have the role and authority to determine appropriate learning models for students.

Agreeable learning may be a frame of learning where understudies learn in bunches and work together; the team consists of four to six people and has a different team structure [5]. Where they teach each other, remember, and review what they have learned in the lesson. Thus, this can be applied in economic learning because, in learning, students are required to be creative [6]. Excellence in cooperative learning will not rely too much on educators but can increase confidence in their own thinking skills, ability to seek information from various sources and learn from other students. Cooperative learning can develop the ability to express thoughts or concepts in language and compare them with the thoughts of others [7].

The Group Recreations Competition (TGT) learning show could be agreeable learning demonstrate that's simple to actualize in all understudy exercises without changing their status, includes the part of understudies as peer coaches, and incorporates components of play and fortification [8].

Subsequently, it can be concluded that the TGT learning show maybe a learning model that includes all student activities within the learning handle. Where

within the prepare, understudies ended up peer mentors to convey the fabric given by the teacher [9].

The media is a means to achieve learning objectives. Therefore the media must involve students in order to learn. Edmodo is one of the media that can be used for e-learning [10]. Edmodo is a free and secure social network-based learning medium that allows educators to easily create and manage virtual courses, enabling students to connect with educators and friends [11].

The use of cooperative learning models and Edmodo media in a learning process can make learning easier and more motivated because learning using models is more fun with the help of media. Thus, fun learning can increase students' motivation, activity, and learning outcomes. Edmodo learning media acts as a stimulus for students' information in the learning process and can also generate learning motivation and student learning activities.

The use of cooperative learning models on Edmodo media can increase student activity. With the help of the positive power of understudies within the learning handle, understudies as learners are more likely to have a strong interest and enthusiasm in partaking within the learning handle. The activeness of students can be found in the form of behaviors and enthusiastic feelings that arise in the learning process. One of the activities of students in learning can be seen from how much pleasure they feel in carrying out and following the learning process. In this case, students are expected to be more active in responding to the learning process that has been conveyed by the teacher. One of the factors causing problems that arise in the learning process is the low level of active learning of students in participating in the process of learning activities so that which will affect the value or poor learning outcomes of students. The learning activity can be seen through various forms of student activities in learning, ranging from those that are easy to observe to those that are difficult to observe.

This research is designed using a cooperative learning model of Team Games Tournament (TGT) learning with the help of Edmodo media to increase motivation and activity so that students can improve economic learning outcomes. Thus, cooperative learning assisted by Edmodo media can be used as an alternative method of selecting the right model and media to be developed in economic learning.

Based on the description above, it can be concluded that Edmodo is a social network like Facebook. Educators can interact with students during the online learning process, can be used anytime and anywhere. Thus, researchers will implement economic learning using Cooperative Learning type Team Games Tournament (TGT) with the help of Edmodo learning media so as to motivate students and be active in learning.

Beginning lessons with the Agreeable Learning TGT demonstrate with the assistance of the Edmodo learning media in terms of inspiration and action is anticipated to optimize the learning preparation within the classroom since utilizing this strategy requires understudies to get it the fabric that the teacher will donate.

1.1. Identification of Problems and Research Questions

1.1.1. Identification of Problems

Based on the over foundation, the issues in this think about were recognized as takes after :

- a. Lack of student participation during the learning process.
- b. The no learning results of understudies in financial subjects.
- c. The use of approaches to students by educators is still low.
- d. There are still students who are not active and sleepy in learning.

1.1.2. Research question

- a. Is there a difference in student motivation using the Cooperative Learning model of Team Games Tournament type with the help of Edmodo learning media for class X Social Studies students at SMA Negeri 7 Tebo Regency in economic subjects compared to conventional learning that has been done by teachers?
- b. Are there differences in student learning activities using the Cooperative Learning model of Team Games Tournament type with the help of Edmodo learning media for class X Social Studies students at SMA Negeri 7 Tebo Regency in economic subjects compared to conventional learning that has been done by teachers?

- c. Are there differences in student learning outcomes using the Cooperative Learning Team Games Tournament learning model with the help of Edmodo learning media for class X Social Studies students at SMA Negeri 7 Tebo Regency in the economic type subject compared to conventional learning that has been carried out by teachers so far?
- d. Is the agreeable learning demonstration of the Group Recreations Competition sort with the assistance of Edmodo's learning media viable in progressing the learning results of course X Social Thinks about understudies at SMA Negeri 7 Tebo Rule in financial subjects?

1.2 Research Objectives

Based on the detailing of the issue over, the destinations to be accomplished in this ponder are to decide :

- a. How is the difference in student motivation using the Cooperative Learning learning model of Team Games Tournament type with the help of Edmodo learning media for class X Social Studies students at SMA Negeri 7 Tebo Regency in economics subjects compared to conventional learning that has been done by teachers?
- b. What are the differences in student learning activities using the Cooperative Learning model of Team Games Tournament type with the help of Edmodo learning media for class X Social Studies students at SMA Negeri 7 Tebo Regency in economics subjects compared to conventional learning that has been done by teachers?
- c. How are the differences in student learning outcomes using the Cooperative Learning model of Team Games Tournament with the help of Edmodo learning media for class X IPS students of SMA Negeri 7 Tebo Regency in economic subjects compared to conventional learning carried out by teachers so far?
- d. How is the Cooperative Learning model of Team Games Tournament type with the help of Edmodo learning media effective in improving the learning outcomes of class X Social Studies students at SMA Negeri 7 Tebo Regency in economic subjects?

2. METHOD

2.2 Types of Research

The type of research used is the type of quantitative research

2.3 Place and Time of Research

This research was conducted at SMA Negeri 7 Tebo Regency. Meanwhile, the time of the research will be carried out from November 2020 - March 2021

2.4 Data collection technique

The data collection method used in this research is by using the observation method.

2.5 Research Instruments

Instruments In quantitative research, the instruments or research tools are students of SMA Negeri 7 Tebo Regency.

2.6 Data Validity

To check the validity of the data in this study, the researcher used the human correlative coefficient technique.

3. RESULT AND DISCUSSION

These inquire were conducted by giving distinctive treatment to the two bunches. Specifically, the test lesson (course X IPS I) was instructed with an agreeable learning show of group diversions competition sort with the assistance of Edmodo learning media, and the control course (course X IPS II) was given treatment with utilizing the ordinary show. To determine the effectiveness of the cooperative learning model of the team games tournament type with the help of the Edmodo learning media in terms of motivation and student learning activities on student learning outcomes. To determine the level of motivation and activity of students used motivation and activity questionnaires, each consisting of 30 statements and given before and after treatment in both experimental and control classes. Meanwhile, to see the results of learning economics, students used tests that were then given before and after treatment in both groups. The form of the test is multiple choice with 30 questions.

3.1 Differences in Student Motivation Using Cooperative Learning Model Type Team Games Tournament with the Help of Edmodo Learning Media compared to Conventional Models for Class X Students at SMA N 7 Tebo Regency

The Team Games Tournament (TGT) cooperative learning model can increase motivation because the use of this model in the experimental class requires teachers to create an effective learning environment through the use of elements that exist in students and their learning environment, as well as through interaction between students and providing motivation. The interaction and learning process in the classroom will have a major impact on the motivation and enthusiasm of students in learning. The application of this learning model allows the teacher to be more successful in delivering the material because the teacher optimizes each of these things. That way,

motivation will increase when compared to the control class.

The results of the description of student motivation obtained in the experimental class showed that the average value of the pretest was 69.22, and the post-test was 83.28. As for the control class, the average value of the pretest was 67.55, and the post-test was 74.68. Then it was concluded that the experimental class had a higher average score than the control class because the treatment given in the experimental class was a cooperative learning model of the team games tournament type with the help of student-centered Edmodo learning media, the teacher only directed the flow of the game when the process was carried out. Learning takes place. Here students work together and discuss solving problems given and enthusiastic students in obtaining scores so that students are more effective in the learning process. Meanwhile, in the control class, students only depended on the teacher's explanation, which resulted in them being less motivated or active in the classroom so that the students' ability to apply material concepts was still low, so there were many errors in working on questions related to the concept.

This is in line with research with the title of increasing student motivation and learning outcomes through the application of a group amusement competition learning model assisted by android media [12]. The research entitled the application of the agreeable learning show of the Group Diversions Competition (TGT) sort with the help of picture media and crossword confuses to progress inspiration and learning results in Civics subjects for Lesson VIII SMP Negeri 3 Banjar Scholarly Year 2013/2014 [13]. The same thing was done with the research entitled the application of the TGT type cooperative learning model with word card media to increase learning motivation and reading ability [14].

3.2 Differences in Student Learning Activities Using Cooperative Learning Models of Team Games Tournament Type with the Help of Edmodo Learning Media compared to Conventional Models for Class X Students at SMA N 7 Tebo Regency

The results of the description of student activities obtained within the exploratory lesson appeared that the normal esteem of the pretest was 71.42 and the post-test was 83.82, while for the control course, the normal esteem of the pretest was 71.7 and the post-test was 76.28. The factors that cause the average value between the test course and the control lesson are

different because, during learning activities, the level of student activity in learning is less active during the study because the concentration and level of understanding of students are different. In reality, in the field, namely the conditions that occur in the classroom that understudies are dynamic within the learning prepare carried out. The agreeable learning demonstrates Team Games Tournament (TGT) could be a learning show that includes the exercises of all understudies. The existence of the TGT model can cause student learning activities to be more active and can increase cooperation in the teaching and learning process. TGT learning has elements of apprenticeship that can encourage observation and dialogue with others so that gradually students can understand the important role of mental activity in learning.

This is in line with the research entitled the application of learning team games tournaments with the help of chemimagz to increase student activity and achievement in colloid chemistry class XI IPA 3 even semester of SMA Negeri Kebakkramat 2014/2015 academic year [15]. The research entitled the application of the Teams Games Tournament (TGT) learning model with the help of question cards to improve student learning outcomes and activities on hydrocarbons in class X-5 SMAN 4 Banjarmasin [16]. The comparative investigation was conducted with the title of executing the agreeable learning demonstration of the Group Recreations Competition (TGT) sort to make strides in bookkeeping learning exercises [17].

3.3 Differences in Understudy Learning Results Utilizing the Agreeable Learning Show Sort Group Diversions Competition with the Assistance of Edmodo Learning Media compared to the Customary Show for Course X Understudies at SMA N 7 Tebo Rule.

Based on the portrayal of understudy learning results gotten within the test lesson, it appears that the normal esteem of the pretest is 63.30 and the post-test is 81.46, whereas for the control course, the normal esteem of the pretest is 54.91 and the post-test is 65.88. At that point, it was concluded that the test course learning results were higher than the control course because the treatment given within the exploratory lesson was an agreeable learning model of group diversions competition sort with the assistance of Edmodo learning media, whereas the control lesson utilized a routine demonstrate.

The group diversions competitions (TGT) show is learning that includes all understudies without any contrasts [18]. TGT learning includes the part of understudies as peer mentors and contains components

of play and support. The TGT learning model provides opportunities for students to learn more relaxed; besides that, this model can also foster a sense of responsibility, cooperation, healthy competition, and learning engagement. Therefore, using the TGT model can cause student learning outcomes to increase. This is because learning the TGT model is more interesting. In addition, the TGT learning model also involves students in self-selected investigations and invites students to interpret and explain real phenomena and build their understanding of phenomena related to learning materials [19].

Student learning outcomes will increase if, in the learning process, teachers can apply varied learning models. Learning outcomes can be interpreted as the level of success of students in studying subject matter at school, which is expressed in scores obtained from tests of a number of subject matter through learning activities. To achieve optimal learning outcomes, there must be involvement, responsibility, and feedback from students. Student involvement is the first requirement in classroom learning activities. For that to happen, students must understand and have goals to be achieved so that learning is satisfying. Learning outcomes are often used as a measure to find out how far someone has mastered the material that has been taught [20]. Learning results are changes that cause people to alter their demeanors and behavior.

From the theory above, it is very clear that students with good behavior will be able to sharpen their perceptions or learn new things. They are coupled with the fact that one of the most visible advantages of this TGT learning model is the TGT learning model, which includes a game system in answering questions so that at a glance, students have a lot of experience to find something in answering problems.

Based on the Paired Samples Test t-test, it was found that the value of Sig. $< \alpha = 0.000 < 0.05$ or count which is 7.473 which is greater than the table, which is 2.00, so it can be concluded that there are contrasts in understudy learning results utilizing the agreeable learning demonstrate of team games tournament type with the help of Edmodo learning media compared to conventional models for class students. X at SMA N 7, Tebo Regency. This is in line with the research entitled innovation of physics crossword learning media in the Groups Diversions Competition (TGT) learning demonstrate to progress understudy learning results amid the widespread [21]. The research entitled Comparison of student learning outcomes using cooperative learning type team games tournament (TGT) with snakes and ladders media and puzzle media in class XI SMA Negeri 01 Bengkulu Tengah [22]. The research entitled Improving Social Studies learning

outcomes for fifth-grade students through the application of the Team Games Tournament (TGT) cooperative learning model with the help of picture guessing media [23]. Similar research was conducted with the title of applying the team games tournament learning model using the Ludo interactive game media to improve student learning outcomes at Inshafuddin High School Banda Aceh [24].

4. CONCLUSION

The conclusions in this study include:

1. There could be a distinction in students' learning inspiration utilizing the agreeable learning model of group recreations competition sort with the assistance of the Edmodo learning media compared to the ordinary demonstrate in lesson X understudies at SMA N 7 Tebo Rule. There are differences in student learning activities using the agreeable learning show of group recreations competition sort with the assistance of Edmodo learning media compared to the conventional model for class X students at SMA N 7 Tebo Regency.
2. There are contrasts in understudy learning comes about utilizing the pleasant learning illustrate of gather preoccupations competition sort with the help of the Edmodo learning media compared to the standard demonstrate for course X understudies at SMA N 7 Tebo Run the show.
3. There are differences in student learning outcomes using a cooperative learning model of team games tournament type with the help of Edmodo learning media compared to conventional models for class X students at SMA N 7 Tebo Regency.
4. The cooperative learning model of Team Games Tournament type with the help of Edmodo learning media is effective in improving the learning outcomes of class X Social Studies students at SMA Negeri 7 Tebo Regency in economic subjects with a medium category, namely with an N-Gain value of 0.48.

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