



## Implementation of the Teams Games Tournament (TGT) Cooperative Learning Model to Improve Learning Outcomes

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### Abstract

Implementation of the Teams Games Tournament (TGT) Type Cooperative Learning Model to Improve Learning Outcomes. This research aims to find out whether the Teams Games Tournament (TGT) learning model can improve student learning outcomes. The research design used was a classroom action research (PTK) design. The research carried out was Class Action Research (PTK). The population of this study included all students of class X TITL 1 SMKN 1 Nganjuk with a total of 36 students, carried out in 2 cycles. The data analysis techniques used are quantitative and qualitative analysis. The results of data analysis show that there has been an increase in the average score of the student learning outcomes test from 77.7 to 79.9 and classical completeness from 69% with the incomplete category to 92% classical completeness. Thus, the researcher did not take any more action in cycle III

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## INTRODUCTION

Education is a process of guiding students towards the stage of maturity, through school education programs and out-of-school education, which includes education in the family and community environment (Noorfaedah, 2022). Therefore, a continuous education process will produce a mindset and academic deepening that will be embedded in students. In agreement with Rani (2022:6068-6077) who also stated the same thing that "Education aims to be a means of developing students' potential talents and interests to create quality human resources."

A combination of teaching activities carried out by teachers and learning activities carried out by students. In this interaction, it is hoped that there will not only be one-way communication between the teacher and students, but rather two-way communication between the teacher and students. Because if teaching and learning activities are only teacher-centered and not two-way, students tend to feel bored and passive. If students tend to be passive then learning outcomes will be low. Therefore, student involvement in the learning process is very important, because from this activity students become more enthusiastic about learning. So it is hoped that the learning process can run enthusiastically, interestingly, and funly, so that learning outcomes will increase.

Based on observation, the learning process that takes place in vocational schools in particular IPAS material is less familiar to vocational school students, mostly using media such as power point. Generally Still most teachers give material ahead class with the old method ie lecture , where student only listen and take notes when the teacher delivers material , so student not enough understand fill material . However, the method This assessed is not enough

effective in carrying out the learning process. Method lectures also make the activeness and involvement of students still very lacking. This matter causes low results learn science that is capable achieved and active students inside class. One of the right learning models that can overcome gap the is a learning model cooperative type *teams games tournament* (TGT). Through method This expected student the more active in the learning process so that can increasing results Study student.

The success or failure of learning at school depends on student involvement and the use of learning models (Astuti & Kristin . 2017). The importance of a material concept requires the teacher's skills in conveying the material, especially in terms of instilling a concept. Natural knowledge is very necessary both about the scope of research, including methods and approaches (Marlinda. 2023). ( Nanang Hanafiah in Marlinda, 2023), states that: Learning activities must involve all psychophysical aspects of students, both physical and spiritual so that accelerated behavioral changes can occur quickly, precisely, easily, and correctly, both related to cognitive, affective, and psychomotor.

If a study and evaluation is carried out on the learning process in the classroom, it can be seen that the problem is caused by errors in choosing a learning model for the characteristics of students in a learning place, because it also becomes an obstacle in the learning process (Qalbi et al, 2017). The application of methods and packaging of learning materials that are less attractive so that students do other things that they think are more appropriate. It's more interesting than listening to your teacher's presentation or explanation.

The advantages of the team game tournament model are (1) learning more interesting attention student so that can grow their liveliness Study ; (2) learning becomes more clear and meaningful, so can understand student ; (3) the method of teaching will more varies, no only just verbal communication or lecture through conveying the teacher's words, so student No feel bored, bored, and the teacher is not running out power ; (4) students can more Lots do activity Study Because No only listen teacher explanations, but also other activities such as observing, doing, acting and demonstrating ( Sulfemi in Mukminah, 2020). The shortcomings of the TGT model were conveyed by Taniredja ( Astutik & Abdullah, 2013) namely in activities learning Still some students don't think, if the teacher doesn't manage the class, the big possibility will happen commotion, for overcome lack that, before start learning to make sure comfort student moreover First, give it understanding to student For active and working Same, take your pick leader in every group ( selected students as a leader is frequent students noisy or often bother her friend ). According to Sulfemi ( Mukminah . 2020) in applying the TGT model used term academic tournament ie with the use of quizzes and systems progress scores individually, where the student is competent as vice his team with member team other For gather score the most.

To the explanation described above, the focus of this paper's study aims to improve the learning outcomes of class application of *the Teams Games Tournament* (TGT) type cooperative learning model.

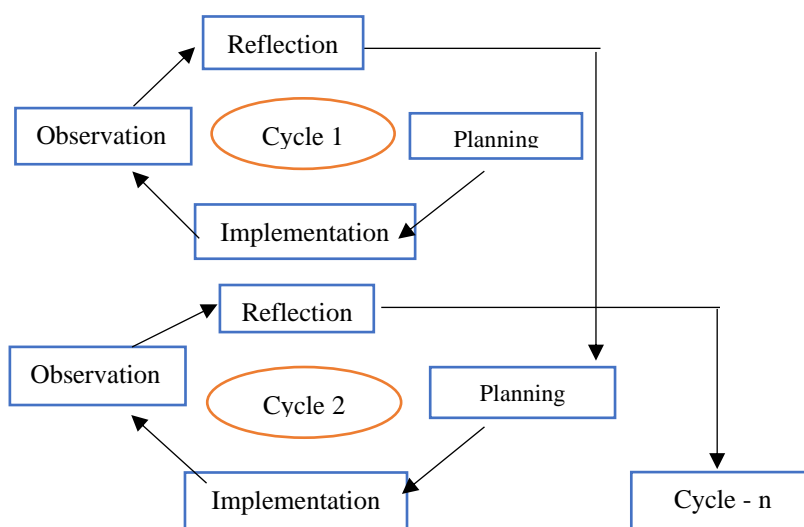
## METHOD

The research design used is a classroom action research design (PTK). The subject of this research is class X TITL 1 with a total of 36 students consisting of 31 male students and 5 female students for the 2023-2024 academic year. The objects of this research are: (1) Teams Games Tournament (TGT) type cooperative learning model with supporting objects LKPD IPAS. LKPD simplifies and helps learning activities, which can train students to solve problems, think critically, and increase student activity (2) student learning outcomes. This research was carried out in October 2023.

In this research, learning outcome data was collected using test techniques which aim to determine student learning outcomes in each cycle. Results were taken from pre-test and post-

test scores. Learning activity data is recorded through the observation process. The data collected was then analyzed using quantitative analysis. Quantitative data analysis techniques are calculated using the average formula. Furthermore taken conclusion based on the results analysis of the data that has been obtained. The Classroom Action Research that the researcher carried out determined the potential for success with the following conditions, a) an increase in student activity and involvement in the learning process reaching the " active " or "very active " category, b) Learning outcomes student said increase if at least 85% of students reach a minimum of 75 based on KKM.

Study This is done in several cycles. Every cycle consists of four stages, namely: planning action, implementation action, observation, and reflection. Stage planning action done with compile device learning to be held covers Teaching Module components, LKPD, and making item questions. Stage implementation activity he did by a) Preparing and conditioning class, b) Implementing learning as well as study with the use of device learning by Teaching Modules, c) Implementing evaluation or test For cycle first, and d) Activities end For interesting conclusion, give task and deliver information material For meeting next stage action done in a way simultaneously with observation or observation during the learning process. Stage reflection is done to evaluate the quality process classroom learning , whether class walk well, and discusses with colleagues Work For know the advantages and disadvantages during the learning process.



To interpret and conclude the results of research, determined indicator success. The study said succeed If There are enhancement results Study students by The minimum level specified is 85 % of amount students who take part in the science and science learning process with implementing the TGT learning model achieve a KKM value is 75. As for categories his assessment as follows:

Table 1. Value Criteria

Interval Score	Criteria/categories
86 - 100	Very good
75-85	Good
51 - 74	Enough
0 - 50	Need Guidance / Lack

**RESULTS AND DISCUSSION**

Class Action Research taking class X TITL 1 SMK Negeri 1 Nganjuk This during This understand the learning process with a cooperative model Teams Game Tournament (TGT) type, implementation follow channel in two cycle with details, Observations to activity student carried out on each cycle learning ongoing, meanwhile spread test results Study carried out on each end cycle.

From implementation posttest cycles I and II class X TITL 1 as many as 36 students' distribution data was obtained achievements competence as in the table below This:

Table 2. Comparison of Student Learning Results in Cycle I and Cycle I

	Learning outcomes	
	Cycle I	Cycle II
Total value	2790	2876
Middle	77.7	79.9
Meet KKM	25	33
Has not met the KKM	11	3
Percentage	69 %	92 %

Learning outcomes from cycle I and cycle II will accumulated and then compared with mark base or pre-test scores before Action, to measure increased results Study students with implementation of the Learning Model Teams Games Tournament (TGT) type in studying science and technology in class X TITL 1 SMK Negeri 1 Nganjuk.

Based on the table recapitulation results Study appears to have a significant increase. Can seen that results Study student in science learning using the Teams Games Tournament (TGT) model enhancement . The average value of results Study student increase from cycle I was 77.7 to 79.9 in cycle II. Based on analysis of known data that students who have achieve KKM ( Criteria Minimum Completeness ) or exceeded the KKM in cycle I by 25 students of the total amount student with presentation completeness 69%. KKM is very influential in the progress of the learning process because KKM becomes the standard determination quality school at a time student to material lessons learned be delivered. The researcher discussed with the Observer regarding weakness from the learning process cycle I, so evaluated so that the percentage of KKM cycle II increases. Researchers explain material more clearly and interesting Because makes the student comfortable in following the learning process. As can seen in the table cycle II, the percentage increased to 92% consisting of the 33 students who were declared to have passed the KKM. Achieved completeness results Study student classical in cycle II is appropriate with a target of success Where solution Study student reached 92%. Here are the upgrade diagram results Study students in cycles I and II

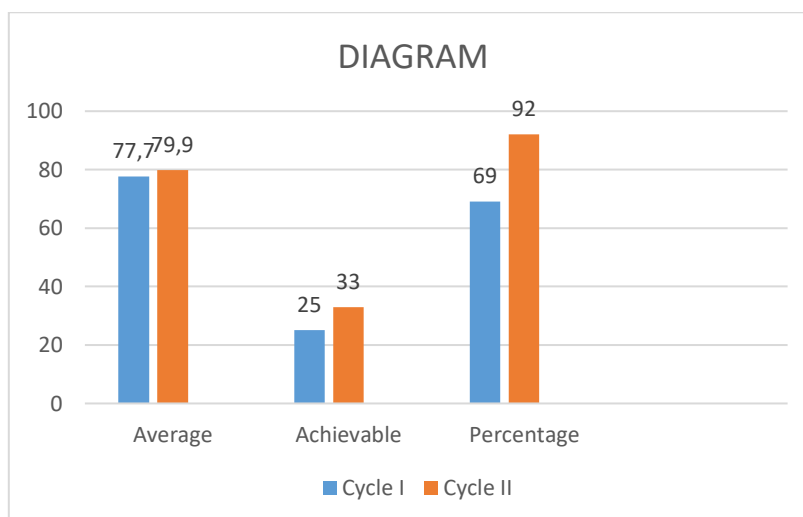


Diagram 1. Diagram of improving student learning outcomes in cycles I and II

Based on tables and bar charts on so seen with a clear increase occurred from completeness nor average value. With thereby science and science learning using the Teams Games Tournament (TGT) model can succeed increase results Study student class X TITL SMK Negeri 1 Nganjuk. This matter can seen through the results Study students obtained moment test.

There was an increase in student learning outcomes, in cycle I the average was 77.7 with a completion percentage of 69% and in cycle II the average was 79.9 with a completion percentage of 92%. Achievement of learning outcomes in both cycles can be categorized as having increased. This TGT learning model can create a fun learning atmosphere because it is a game. Agree with (Rahayuni ., et al. 2020) stating that the TGT Model can increase atmosphere learning changed become fun and more active. So that when learning, students are more active in learning, relaxed, have a sense of responsibility, work together with each other, and learn to compete healthily so that in a short time students can master the material. One of the efforts made by educators is to create an effective, enjoyable learning atmosphere that is certainly not boring so that students are enthusiastic about participating in the teaching and learning process. Learning strategies carried out are learning Cooperative type TGT packaged in the form of contested quizzes between groups. Therefore, it is not surprising that in cycle II we can see an increase in learning outcomes.

This can be seen from students' activities in participating in the learning process, where students are increasingly enthusiastic, more active, and relaxed in participating in the learning process, coupled with their experience in cycle I. By the opinion of (Rusman in M. Iksan et al. 2022) the learning outcomes The ability that students have means that the teacher has been able and successful in the learning process.

The increase in learning outcomes achieved by students cannot be separated from the readiness of educators in preparing materials, media, methods, and models that will be used (M.Iksan et al. 2022), research This focuses on IPAS materials using paper media containing quizzes with implementing a cooperative model with Teams Game Tournament (TGT) type, in learning strategies the can help student become more active in learning, deep matter That help increase results Study students, so that the learning results of students in cycle II showed that out of 36 students, the average was 79.9 with a completion percentage of 92% which had met the target. From recapitulation, data show that the average and percentage in cycle II have met the target, and the TGT learning model has been achieved beneficial For increase results Study student. Therefore, there is no need to continue with the third cycle because the second cycle has been considered successful.

Aligned with research conducted by I Wayan Mustika (2020), research This study objective For increase activity, improve the results study, and analyze the response of students, with results study increasing activities and results Study students, results Study individual completeness in cycle I obtained an average of 73.61 with percentage completeness 69%. Learning outcomes completeness individual experience increase in cycle II, namely student complete with an average of 80.6 and a percentage of 100% completeness. The things that were observed were 1) students Already actively grasped during activity discussion, 2) current diagnosis assistance activity learning ongoing, 3) adaptation period regards method Study can skip with OK, 4) study old physics considered burden Now pleasant with game. According to (Muzaemah, 2018), the TGT learning model is one of the learning models that is very interesting and fun to apply in the learning process because this model teaches students to solve each other's problems, can increase a close sense of brotherhood and especially this learning model is games so that students do not get bored quickly in the learning process. Profit TGT type ie teaches aspects of cognitive level tall like analysis; gives rise to strong motivation with there are tournaments in the game, situations fun learning that is very impactful level concentration, speed absorb material learning and maturity understanding. Therefore, this research can improve student learning outcomes at SMKN 1 Nganjuk.

## CONCLUSION

Based on the results of classroom action research (PTK) and discussions that have been carried out for 2 cycles, it can be concluded that:

1. The TGT learning model is viewed as effective For increased results Study student class X TITL 1 in repair mark minimum completeness classical on IPAS material.
2. TGT learning model as teacher's efforts to increase mark cognitive student in learning science lessons.
3. Learning Cooperative TGT learning model in its implementation more effective if learning strategies and techniques more assessment accurate .
4. The results of the actions in cycle I reach the average value is 77.7 with a mark percentage completeness of 69%
5. The results of observations in cycle II showed that the average value reached 79.9 with percentage completeness students reached 92%. This value has reached indicator >85% with the Very Good category.

## SUGGESTION

Based on research that has been done held so researchers recommend Educators should strive to implement *the Teams Games Tournament Model* (TGT) When implementing learning in class because can help increase results Study participants educate with in accordance procedure applicable learning. The writer recommends That the researcher afterward For more can event master class, because If a class is Not yet mastered with the right, then will give rise to A little riot, or some students don't Want to follow and share in TGT learning.

## THANK-YOU NOTE

Article this is publication results with PTK scheme. Therefore The writer says Lots of Thanks to the parties who have contributed to the study writer until the article This can resolved at the appropriate time.

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