IJIE

DOI: https://doi.org/10.35719/ijie.v2i1.1897

The Influence of the Team Game Tournament (TGT) Learning Model on Student Learning Outcomes in Thematic Learning in Grade VI at SD Baiturrohman Griya Mangli Indah Jember

Ulfatun Hasanah[1], Nailul Izzah[2]
Penyuluh Agama Islam KUA Siliragung[1], SD Baiturrohman Griya Mangli Indah[2]
hsnhulfah01@gmail.com; nailulizzah130@gmail.com

Abstract:
This research aims to improve students' learning outcomes through the Team Games Tournament (TGT) learning model in the sixth grade of thematic learning at SD Baiturrohman GMI Jember. The results obtained from the research show that the cooperative learning model, specifically the Team Games Tournament (TGT), can enhance students' learning outcomes. In the first cycle, students' learning outcomes were categorized as follows: excellent (10.5%), good (26.4%), less good (52.6%), and not good (10.5%). In the second cycle, the number of students actively achieving excellent results increased to 31.6%, good results to 57.9%, less good results to 10.5%, and there were no students categorized as not good.

Keywords: *Learning Outcomes; Thematic Learning; TGT*

Introduction

Education is a process of transformation that occurs in humans, moving from a state of ignorance to knowledge. Humans are born into this world without any knowledge, but they are equipped with an innate ability that allows them to acquire knowledge. This innate ability is activated as children learn from their environment or adults who can transfer their knowledge[1]. According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and a learning process, enabling students to actively develop their potential for spiritual and religious strength, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and country.

Teachers play a crucial role in organizing the classroom as part of the learning process, with students as the subjects in the learning journey. The teacher's ability to design quality lesson plans begins with thorough teaching preparation. The nature of students reflects the early stages of growing up. The quality of learning outcomes is not only seen in good academic results but also in the process itself. If the majority of students are actively involved, show enthusiasm for learning, and

[1] E. Mulyasa, (2011), *Manajemen dan Kepemimpinan Kepala Sekolah*, Jakarta: Bumi Aksara, 63.

exhibit high self-confidence, the learning process and student outcomes should ideally improve in line with predefined objectives[2].

The selection of teaching methods is a crucial aspect of the learning process. Choosing the right teaching method positively impacts students' understanding and learning outcomes. Conversely, an inappropriate method can lead to boredom, ineffectiveness, and a lack of student participation. Teachers should select suitable methods and techniques to encourage active student learning and improve learning outcomes. Teaching is not just the transmission of knowledge but involves a more complex process of communication and interaction between teachers and students.

The thematic learning design or the 2013 curriculum allows children to explore their interests individually and develop assimilation and accommodation abilities[3]. Thematic learning focuses on the child as a learner and processes related to thinking and learning development[4]. Daryanto defines thematic learning as an approach that uses themes to connect various subjects, providing meaningful experiences for students. Quality learning is not only judged by good academic results but also by the process itself. If most students are actively engaged, show enthusiasm for learning, and exhibit high self-confidence, the learning process is considered successful.

The implementation of the 2013 curriculum at SD Baiturrohman GMI Jember faces numerous challenges for teachers during the learning process. Sixth-grade teachers at SD Baiturrohman still use conventional teaching methods or lecture-based methods, where teachers only deliver material without considering students' abilities, resulting in relatively low thematic learning scores. Collaboration and cooperation between teachers and students are necessary for more engaging and varied learning to maximize effectiveness.

The teaching method applied by teachers must consider both the learning material and the students' characteristics. The active and playful nature of primary school children requires teachers to choose teaching methods that provide active space for students. Based on observations during thematic learning in the sixth grade at SD Baiturrohman, students face difficulties in group activities due to a lack of group discussions during learning. Teachers seldom implement group work using a specific teaching model. Student learning outcomes in thematic learning are still unsatisfactory, with many students scoring below the Minimum Mastery Criteria (KKM), which is 70-76.

[2] Abdul Haris dan Jihad Asep, (2013), *Evaluasi Pembelajaran*, Yogyakarta: Multi Pressindo, 20.

[3] Yunus Abidin, (2014), *Desain Sistem Pembelajaran Dalam Konteks Kurikulum 2013*. Bandung: Refika Aditama, 57

[4] Daryanto dan Dwicahyono, Aris, (2014), *Pengembangan Perangkat Pembelajaran (Silabus, RPP, PHB, Bahan Ajar).* Yogyakarta: Gava Media, 3

DOI: https://doi.org/10.35719/ijie.v2i1.1897

Given these observations, innovative teaching methods are needed to achieve desired learning outcomes. Cooperative learning models that aim to develop students' learning outcomes, social skills, cognitive aspects, and attitudes are considered. One such cooperative learning method is Teams Games Tournaments (TGT). The TGT learning model consists of five steps: class presentation, group learning, games, competitions, and group awards. TGT allows learning while playing, creating a learning outcome for all students in the class. Games stimulate student interest in classroom activities, motivating them to learn.

The TGT learning model is one type of cooperative learning. Slavin states that TGT is a cooperative learning model that uses academic tournaments and quizzes, where students compete as representatives of their teams with other team members who have similar academic performance[5]. In cooperative learning TGT, students are encouraged to learn together in small groups that mutually need and help each other. Classes are formed into several groups, each consisting of 4 to 6 students with heterogeneous abilities (different).

Advantages of TGT learning include a) increased time efficiency for tasks; b) emphasis on accepting individual differences; c) in-depth mastery of material in a short time; d) the teaching-learning process is based on students' learning outcomes; e) educating students to practice socializing with others; f) higher learning motivation; g) better learning outcomes; and h) increased kindness, sensitivity, and tolerance. Disadvantages of TGT learning include a) difficulty for teachers in grouping students with heterogeneous academic abilities. This disadvantage can be overcome if the teacher, acting as the facilitator, carefully determines group distribution. The time spent on student discussions is quite substantial, often exceeding the allocated time. This difficulty can be addressed if the teacher can effectively manage the class as a whole; b) for students with high academic abilities, they may find it challenging to explain concepts to other students. To address this weakness, the teacher's role is to guide students with high academic abilities to effectively transfer their knowledge to other students.

Based on the above exposition, the researcher has chosen the title "The Influence of the Team Game Tournament (TGT) Learning Model on Student Learning Outcomes in Thematic Learning in Grade VI SD BAITURROHMAN GMI Jember." It is hoped that learning using the TGT learning model.

[5] Slavin E. Robert, (2005), *Cooperative Learning. Bandung. Penerbit Nusa Media*, 163

Methods

The location of this research is at SD Baiturrohman GMI Jember. The subjects of this study are sixth-grade students at SD Baiturrohman GMI Jember. The research design used in this study is Classroom Action Research (CAR). This research employs the Kemmis model developed by Stephen Kemmis and Robin McTaggart (Arikunto, Suhardjono, Supardi: 2007). The classroom action research is conducted in several cycles, and the research design is illustrated in Figure 1.

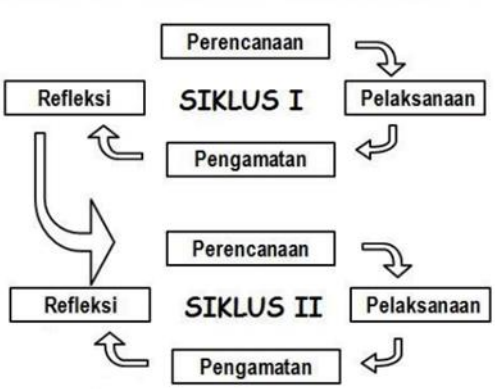

Image 1. Classroom Action Research (CAR) Design

a) Cycle I

In Cycle I, the conventional method or lecture method and pretest were applied. In this cycle, the aim was to determine the pre-action activities and learning outcomes of students. The steps of learning in Cycle I are as follows:

1. Planning phase, including the creation of lesson plans (RPP) and the determination of the material by creating a list of interview questions based on the reading text.
2. Preparation of learning media to be used in the learning process.
3. Preparation of test questions (pretest) which will be given in the form of essay questions to measure student learning outcomes.
4. Implementation phase, where the teacher carries out the learning process using the planned conventional method according to the prepared lesson plan (RPP).
5. Observation phase, conducted by observing the learning process to observe student activities (whether they are active or not).
6. Reflection phase, involving the assessment and study of the evaluation data.

DOI: https://doi.org/10.35719/ijie.v2i1.1897

b) Cycle II

In Cycle II, it is expected that the TGT learning model can improve student learning outcomes. The steps of learning in Cycle II are as follows:

1. Planning phase
   a) Prepare the learning material.
   b) Prepare the required learning resources.
   c) Prepare the classroom with the designed technique.
   d) Create an observation sheet about student activities during the teaching and learning process.
2. Implementation phase involves taking action. The teacher carries out the learning process using the TGT learning model according to the prepared lesson plan (RPP). The steps of learning using the TGT learning model are:
   a) The teacher conducts an introduction.
   b) Students read the reading text in Lesson 2, Subtheme 2, Theme 5.
   c) Students convey the content of the reading.
   d) The teacher invites students to play the TGT game, which involves solving problems on the back of the cards.
   e) The teacher conducts an ice-breaking activity.
   f) The teacher distributes the evaluation test (posttest) in the form of essay questions.
   g) The teacher reflects on the lesson.
3. Observation phase involves observing the learning process to evaluate student activities (whether they are active or not) after the intervention.
4. Reflection phase involves the assessment and study of the evaluation data.

The assessment data are then analyzed quantitatively by observing the results obtained. The student learning outcomes data are analyzed using the following formulas:

a) Individual completeness =

$$\frac{\text{Total Score}}{\text{Total Score Possible}} \times 100\%$$

b) Class completeness =

$$\frac{\text{Number of students who pass}}{\text{Total Number of students}} \times 100\%$$

c) Average value =

$$\frac{\text{Total value of all students}}{\text{Total Number of students.}}$$

Results and Discussion

Cycle I

In Cycle I, after the learning process using the conventional or lecture method, an evaluation test based on Lesson 2, Subtheme 2, Theme 5 was given to 23 participants. The thematic learning activities in Cycle I led the researcher to conclude that the learning activities in this cycle did not achieve optimal results because the learning outcomes were still low. This is evident from the observation data on student learning outcomes, with the distribution as follows: very good 10.5%, good 26.4%, less good 52.6%, and not good 10.5%. Meanwhile, the student learning outcomes show that only 47.4% passed and 52.6% did not pass. Therefore, another cycle needs to be conducted to make improvements.

Cycle II

In Cycle II, there was an improvement in both student activities and learning outcomes. This improvement was due to enhancements in creating lesson plans, making the steps of learning more sequential and engaging. Additionally, the practical implementation with the use of ice-breaking activities enhanced the enthusiasm of the students, leading to improved learning outcomes.

In Cycle II, student learning outcomes were distributed as follows: very good 31.6%, good 57.9%, less good 10.5%, and no students in the not good category. This improvement occurred because students were able to adapt to the learning model used in the learning activities. The student learning outcomes showed a maximum increase of 100%, indicating that all students had achieved at least the minimum completeness criteria, with some even exceeding the set criteria. Therefore, the researcher decided not to conduct another cycle because it was considered that Cycle II was already optimal.

Conclusion

Based on the observations and action research results, students experienced boredom and low activity levels when the conventional method was applied. In contrast, when the TGT learning model was implemented, student activities showed improvement. This can be seen in their increased engagement, participation, and enjoyment during the learning process. Students were willing to express their opinions or answers when questioned about the material during the TGT games.

DOI: https://doi.org/10.35719/ijie.v2i1.1897

In Cycle I, the distribution of students' learning outcomes was as follows: very good 10.5%, good 26.4%, less satisfactory 52.6%, and not good 10.5%. However, in Cycle II, a significant improvement was observed. The number of students in the very good category increased to 31.6%, the good category reached 57.9%, and the less satisfactory category remained at 10.5%. There were no students in the not good category in Cycle II.

This improvement indicates that the TGT learning model is effective in enhancing the quality of learning and students' learning outcomes. Active student involvement, increased participation, and enjoyment during learning are positive indicators of the success of implementing this learning model. Therefore, this research supports the success of the TGT learning model in improving student learning outcomes and creating a more active and enjoyable learning environment.

Acknowledgment

We express our sincere gratitude to all individuals who contributed to the successful completion of this research. We appreciate the collaborative efforts and valuable insights of the authors. Our institution is duly acknowledged for providing necessary resources and financial support, and we extend our thanks to our supervisor for their guidance. Special recognition is given to our colleagues for their constructive feedback, and to the reviewers and editors for their contributions in refining the manuscript. Finally, we want to convey our heartfelt thanks to our families for their unwavering support. Our appreciation goes out to everyone who has been part of this journey.

References

Abidin, Yunus. (2014). *Desain Sistem Pembelajaran Dalam Konteks Kurikulum 2013*. Bandung: Refika Aditama.

Arikunto, Suharsimi. (2009). *Penelitian Tindak Kelas*. Jakarta: Bumi Aksara

Darmadi, Hamid. (2009). *Kemampuan Dasar Mengajar Landasan Konsep dan Implementasi*. 2009. Bandung: Alfabeta.

Daryanto dan Dwicahyono, Aris. (2014). *Pengembangan Perangkat Pembelajaran (Silabus, RPP, PHB, Bahan Ajar)*. Yogyakarta: Gava Media.

Djamarah, Syaiful Bahri dan aswan Zain. (2010). *Strategi Belajar Mengajar*. Jakarta: Rineka Cipta.

Haris, Abdul dan Jihad Asep. (2013). *Evaluasi Pembelajaran*. Yogyakarta: Multi Pressindo.

Mulyasa, E. (2011). *Manajemen dan Kepemimpinan Kepala Sekolah*. Jakarta: Bumi Aksara.

Rahayu, Ega Trisna. (2013). *Strategi Belajar Mengajar Penjaskes*. Bandung: Alfabeta.

Siswoyo, Dwi. (2008). *Ilmu Pendidikan*. Yogyakarta: UNY Press.

Sumantri, B. (2014). "Peningkatan Kualitas Pembelajaran Pkn Melalui Model Pembelajaran Kooperatif Tipe Teams Game Tournamen (TGT) Pada Siswa Kelas III SD Negeri Pelem 2 Ngawi". Media Prestasi, 13(1). 20-30.

Sekretariat Jendral RI. Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.

Susanna, "Penerapan Teams Games Tournament (TGT) Melalui Media Kartu Domino Pada Materi Minyak Bumi Siswa Kelas IX MAN 4 Aceh Besar", (Skripsi Sarjana, Aceh, 2017), 96.

Uno, B Hamzah dan Nurdin Mohammad. (2014). *Belajar dengan Pendekatan Paikem: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Efektif, Menarik*. Jakarta: PT Bumi Aksara.

Zumaroh, E., Widana, I. D., & Muliani, N. L. (2017). "Penerapan model pembelajaran kooperatif tipe teams games tournament (TGT) pada pembelajaran kimia untuk meningkatkan motivasi dan hasil belajar siswa". Jurnal Pendidikan Kimia Indonesia, 1(1),