



IMPLEMENTATION OF THE TEAMMS GAME TOURNAMENT (TGT) COOPERATIVE LEARNING MODEL TO INCREASE INTEREST IN LEARNING PKN AT SDIT AL MUNADI

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Abstract

This study aims to determine the increase in interest in learning Civics Class V Semester II students for the 2022/2023 school year at SDIT AL MUNADI after the Application of the Teams Game Tournament (TGT) Cooperative Learning Model. This type of research is classroom action research (PTK) with 28 students in class V semester II for the academic year 2022/2023 as subjects. Interest in learning Civics data was collected using observation sheets. Apart from using the cooperative learning model, another thing that can be done so that the concept learning activities are more meaningful is to use visual aids. Teaching aids are all objects that are used as an intermediary in the learning process. Through visual aids students can directly manipulate objects related to the concepts being taught, so that these concepts will stick well in students' memories. Until now there are still many difficulties experienced by students in learning the concept of Civics. Students' difficulties in understanding a Civics concept are caused by teachers in teaching a Civics concept to students tend to be centered on the teacher. Teachers pay less attention to the abilities of students, generally students gain more indirect experience in the learning process. Students obtain more information at the level of trust, whether they believe in the information provided by the teacher or from books. The data obtained were analyzed using descriptive statistical analysis. Based on the research findings and discussion, it can be concluded that the application of the TGT Cooperative learning model can increase interest in learning Civics in class V students for the 2022/2023 academic year at SDIT AL MUNADI. This result is evident from the increase in the average interest in cycle I by 16 to 20 in cycle II.

Keywords : TGT, Interest in Learning, Pkn

Introduction

The rapid development of information technology has had a major impact on the world of education. Technological developments result in the development of science, both in a positive direction and in a negative direction. Technological developments do not only occur in developed countries but also in developing countries. Indonesia as a developing country cannot avoid technological developments that have an impact on the world of education. Education for developing countries is a medium that plays a very important role in creating quality Human Resources (HR). This is in line with the statement put forward by Nasution (2009) which states that developing countries view education as the most powerful tool for preparing skilled and expert personnel in all development sectors. Success in the development sector is not only influenced by capabilities in the economic field, but also influenced by the quality of human resources carrying out the development process. It is through education that it is hoped that complete development can be achieved, so that there is an increase in the standard of human life in a more perfect direction. To address the quality of human resources, the government intensively continues to carry out efforts to improve the quality of education at all types and levels of education. There are many ways that have been done by the government in improving the quality of education, one of which is reflected in the education budget provided in the APBN and APBD. According to Toyamah and Syaikh Usman (2004), the size of the education budget is in accordance with what is in the amendments to Article 31 of the 1945 Constitution and

confirmed in Article 49 No. 20 of 2003 concerning the National Education System, that education funds other than teacher salaries and official education costs are allocated at least 20% of the APBN and APBD. Apart from providing such a large amount of education funds, various other efforts have also been taken to improve the quality of education, including updating the curriculum. The various efforts made by the government will mean nothing if the teacher as the basic foundation of education does not play an active role in it. Sudjana (1987) states that, Teachers in education occupy a central position, because their role is very decisive. He must be able to translate and describe the values contained in the curriculum, then transform these values to students through the teaching process at school. The teacher does not make/compile the curriculum, but he uses the curriculum, describes it, and implements it through the learning process. The teacher's carefulness in compiling learning activities greatly determines the quality of the process and learning outcomes. The current reality in the field shows that most teachers still apply the learning model with the old learning paradigm, namely the teacher as the center of learning (teacher centered). This makes students in the learning process less active. In fact, the actual learning process is not merely providing all the information and skills to students, but rather emphasizes the process of involving students actively in developing the potential of students. To involve students actively in understanding Civics concepts is not easy. Teachers are required to have high ability and creativity in designing Civics learning activities. In addition, teachers are also required to be able to use media or learning aids in accordance with the Civics material to be studied. Students can understand a Civics concept well and easily if in the learning process the concept is carried out with activities that are meaningful and directly involve students actively. To realize this, we need a learning model that can indirectly involve students in the learning process, one of which is by applying the cooperative learning model.

According to Riyanto (2010), cooperative learning is a learning model designed to teach academic skills as well as social skills including interpersonal skills. Through cooperative learning, active learning activities can be carried out and the skills / abilities possessed by students can develop simultaneously, both academic abilities and social skills. One of the cooperative learning is the Teams Games Tournament (TGT) learning model. TGT allows students to learn more relaxed in addition to fostering responsibility, cooperation, healthy competition, and learning involvement (Kariyana, 2014). Purwandari (2017) said that by applying the TGT learning model in class it is hoped that it can eliminate students' assumptions about boring lessons. Sudimahayasa (2015) says that TGT adds a dimension of excitement that is obtained from using games. One type of cooperative model is the Teams Games Tournament (TGT) which places great emphasis on the importance of interaction within the team (Marianti: 2017). Apart from using the cooperative learning model, another thing that can be done so that the concept learning activities are more meaningful is to use visual aids. Teaching aids are all objects that are used as an intermediary in the learning process. Through visual aids students can directly manipulate objects related to the concepts being taught, so that these concepts will stick well in students' memories. Until now there are still many difficulties experienced by students in learning the concept of Civics. Students' difficulties in understanding a Civics concept are caused by teachers in teaching a Civics concept to students tend to be centered on the teacher. Teachers pay less attention to the abilities of students, generally students gain more indirect experience in the learning process. Students obtain more information at the level of trust, whether they believe in the information provided by the teacher or from books. This can be seen from the daily test scores for Civics Class V students at SDIT AL MUNADI which are still below the KKM (Minimum Completeness Criteria). Where the KKM set by the school as a standard for achieving learning objectives is 70. Based on this background.

Research Methodology

This research was carried out at SDIT AL MUNADI in the second semester of the 2022/2023 academic year. This research was conducted from April to May 2023. In this study, the subjects of the research were 28 grade V students at SDIT Al MUNADI semester 2022/2023 academic year. While the object of this study is the interest in learning with the application of the TGT cooperative learning model. This type of research is classroom action research (CAR). According to Agung (2010: 3), classroom action research is research that is applied, limited, immediate, and the results are to improve and enhance ongoing processes or programs (learning programs). Classroom action research is characterized by continuous improvement so that the objectives of the research are achieved. Class action research (PTK) has four stages in one research cycle. The four stages consist of: planning, action, observation/evaluation, and reflection. The implementation of this research was carried out in two cycles, and the two cycles can be described in the model as shown below:

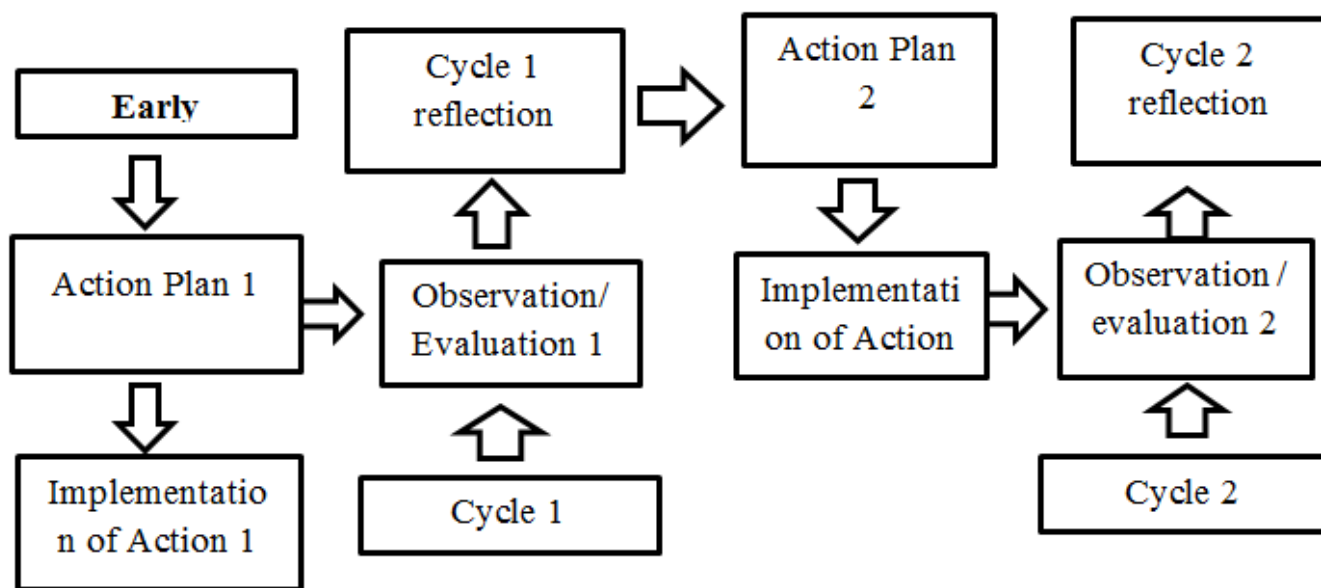


Figure 1.Two-cycle class action research model (Agung, 210)

In this research used data collection method that is observation method. The observation method is one of various methods in data collection. According to Agung (2010: 55), the observation method is a way of obtaining data by conducting systematic observations and recording of a particular object. After the data in this study were collected, data analysis was then carried out. There are two types of statistical analysis methods, namely descriptive statistical analysis methods. In applying this descriptive statistical analysis method, the data obtained from the research results are analyzed and presented in: a) calculating the average number (Mean), b) calculating the median, c) calculating the mode. Mean, median mode are calculated with the help of Microsoft Excel. Indicators of the success of this implementation, guided by the following criteria. The success rate in this study is if the average student learning interest is at least in the High category, and classical completeness is 90%.

Result & Discussion

In cycle I, the average student interest in learning = 16 which is converted into PAP scale five, is at an interest level of $16.5 > X > 13.5$, which means that the level of student interest in cycle I is classified as moderate. Classical completeness = 77%, because not all students have high interest, there are still 6 students who have low average interest. The obstacles encountered in cycle I were that the teacher had not been able to create an active and fun learning atmosphere, not all students understood the learning material presented, cooperation between fellow students was still lacking, and there were still many other students when the teacher explained. These obstacles are overcome by maximizing the implementation of the TGT Cooperative Learning model so that learning is more enjoyable, inviting students to concentrate on their studies, fostering cooperation and mutual cooperation among students by inviting them to do meaningful learning. Based on the explanation above, the category of student interest in learning is in the medium category and student completeness does not reach 90% so that it has not reached the category and category set by the researcher, namely the category of student interest in learning is in the high minimum category and 90% classical mastery. So it can be concluded that cycle I has not been successful and cycle II must be held by taking into account the obstacles faced by cycle I. In cycle II the average student interest = 20 which is converted into PAP scale five, is at interest level $X > 19,5$ which means that the level of student interest in cycle I is very high. Classical completeness = 100%. This shows that the constraints encountered in cycle I have been overcome in cycle II. Therefore, the criteria for good minimum completeness and 90% classical completeness have been fulfilled so that the research in cycle II was declared successful and the cycle was stopped. For more details, the increase from cycle I to cycle II can be described in the graph. Classical completeness of students' interest in cycle I and cycle II can be described in the following figure.

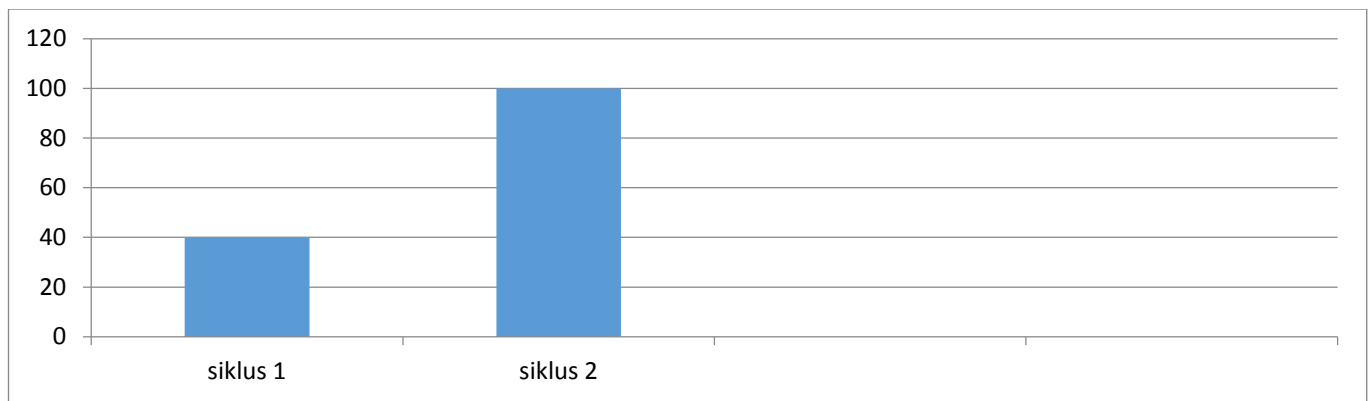


Figure 2. *Classical Completeness Cycle I and Cycle II*

Based on Figure 2, there is a significant increase in the results of student interest in learning from cycle I to cycle II so it can be concluded that the application of the TGT type Cooperative learning model can increase interest in learning in class V students for the 2022/2023 school year at SDIT AL MUNADI. The results of this study are in line with the results of Astrawan's research (2011) which shows that the application of the TGT type cooperative learning model in learning science for grade V SD No. 5 Banyuning 2010/2011 academic year can increase student interest and learning outcomes. The increase occurred because students felt interested in learning with study group discussions, game tournaments and group awards.

Conclusion

Based on the results of the research discussed in chapter IV, it can be concluded that the application of the TGT type Cooperative learning model can increase interest in learning Civics in class V students for the 2022/2023 academic year at SDIT AL MUNADI. This result is evident from the increase in the average interest in cycle I by 16 to 20 in cycle II. Students' classical completeness also increased from 77% in cycle I to 100% in cycle II. Suggestions that can be conveyed based on the research that has been done are as follows. 1) It is recommended to fifth grade students for the 2022/2023 academic year at SDIT AL MUNADI to further develop knowledge and foster creativity in learning so that results are achieved optimally, 2) It is recommended to teachers especially at SDIT AL MUNADI to be more creative in developing learning so that students find something new that causes their memory of the lesson to stick longer. 3) It is recommended for schools that experience problems with low interest in learning, it is suggested to apply the TGT type Cooperative learning model.

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