Team Assisted Individualization TAI (Team Assisted Individualization) Learning Model on Learning Skills of Private Elementary School Students PAB 29 Manunggal

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ABSTRACT

This study aims to: (1) Know the listening skills of fourth grade students at Sekolah Dasar PAB 29 Manunggal before using the TAI (Team Assisted Individualization) learning model, (2) Know the listening skills of fourth grade students at SD PAB 29 Manunggal Private Elementary School after using the TAI learning model (Team Assisted Individualization), (3) Knowing the effect of the TAI (Team Assisted Individualization) learning model on the listening skills of grade IV Sekolah Dasar Private PAB 29 Manunggal. This type of research is a quantitative study with a one-group pretest-posttest design. The population of this study was class IV-B of PAB 29 Manunggal Private Elementary School, which consisted of 28 people. The sampling technique used is saturated sampling in which all members of the population are used as samples. Data collection techniques using observation sheets. Based on the results of the study: (1) Before using the TAI (Team Assisted Individualization) learning model, the average student score was still low, namely 51.79 and the highest score obtained by students before using the TAI (Team Assisted Individualization) learning model was 65, (2) After using the TAI (Team Assisted Individualization) learning model the average value of students increased to 79.57, and the highest score obtained by students after using the TAI (Team Assisted Individualization) learning model was 94, (3) Based on this research, the results obtained Hypothesis calculations using the t test (Paired Sample T Test) at a significant level of 0.05 obtained sig. (2-tailed) is $0.000 \leq 0.05$, it can be said that Ha is accepted and H0 is rejected.

Introduction

Learning activities are actually carried out by all living things, ranging from simple life forms to complex ones. Learning can develop knowledge, skills, and attitudes when individuals interact with the environment that occurs all the time. Learning can also be interpreted as a process of interaction between students and teachers and also with learning resources in a learning environment. Adequate learning resources and environment can expedite the process of acquiring knowledge, mastery, skills and the formation of student character and confidence. Learning is a very important factor in determining the quality of education. Learning that is applied should be learning that can provide enthusiasm for learning to students to support the achievement of maximum learning outcomes. According to Dahnial (2017: 34) teachers are one of the main factors for the creation of a quality next generation, not only in terms of intellect but also in terms of behavior in society. To achieve an effective and efficient learning concept, there needs to be a reciprocal relationship between students and teachers to achieve a goal together, besides that it must also be adapted to school conditions, infrastructure, and learning models needed to help achieve all aspects of student

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development. students (Rohmawati, 2015:17). On February 1, 2022 the author carried out observations on students in class IV B at PAB 29 Manunggal Private Elementary School. After the writer's observation, it turns out that the quality of listening skills in thematic learning is still low. This can be seen from the average score of class IV B students in thematic learning scores which are still below average. The teacher's target in achieving thematic scores is 80%. Student scores that are still below average are caused by several factors, one of which is the teacher's inappropriate choice of learning model. In the private Sekolah Dasar PAB 29 Manunggal school towards activities between teachers and students in the thematic learning process, it can be seen that the teacher's learning process in conducting learning has not used a learning model that can train students' listening skills. This causes students to feel bored and tends to underestimate the teacher's explanation during learning, there are even some students who do assignments in other subjects during thematic learning. Furthermore, this can hinder the achievement of learning objectives that have been dreamed of, teachers need learning models that can help students focus on participating in ongoing learning, teachers more often use conventional learning models which make students less practice listening skills.

Seeing the problems that occur, it is necessary to make changes in teaching and learning activities, especially in students' listening skills. The learning model used is the TAI (Team Assisted Individualization) learning model. The TAI (Time Assisted Individualization) learning model can be used to make it easier for students to accept learning that is applied in class, the TAI (Time Assisted Individualization) learning model can train listening skills, understand material to students, and the TAI (Time Assisted Individualization) learning model can also used to train students' skills, both individually and in group work. The TAI (Time Assisted Individualization) learning model can enable students to hone skills both strengthening, expanding and improving academic abilities, namely cognitive, affective and psychomotor. By using the TAI (Time Assisted Individualization) learning model, of course it can help students and writers to solve student problems in listening skills and receiving material that is still difficult for students to do. The steps for the TAI (Team Assisted Individualization) learning model according to (Mustofa & Istiqomah, 2020: 530), namely: 1). The teacher gives assignments to students to study learning material individually that has been prepared by the teacher. 2). The teacher gives individual quizzes to students to get a basic score or initial score. 3). The teacher forms several groups. Each group consists of 4-5 students with different abilities (high, medium and low). If possible group members come from different races, cultures, ethnicities and gender equality. 4). Individual student learning outcomes are discussed in groups. In group discussions, each group member checks the answers of a groupmate. 5). The teacher facilitates students in making summaries, directing, and giving affirmation to the learning material that has been studied. 6). The teacher gives quizzes to students individually. 7). The teacher gives awards to groups based on the acquisition of an increase in individual learning outcomes from the basic score to the next (current) quiz score. So by using the TAI (Team Assisted Individualization) learning model it is hoped that there will be changes and can overcome the problems that occur, namely regarding students' listening skills, can also train students to focus on participating in the teaching and learning process carried out at school.

Research Methodology

The research method used is a quantitative research method with a one group pretest-posttest design. The population of this study were all students of class IV-B at Sekolah Dasar PAB 29 Manunggal, totaling 28 people. The sampling technique used is saturated sampling in which all members of the population are used as samples. Data collection techniques using observation sheets using the t test (Paired Sample T Test).

Results and Discussion

a. Students' listening skills before applying the TAI (Team Assisted Individualization) learning model

Table 4.1 Pretest Score Results
Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Pretest	28	35	65	51.79	1.096	5.801	33.656
Valid N (listwise)	28						

Note: The ideal maximum score is 100

Based on the data table 4.1 it is known that the results of the scores obtained by students on listening skills before applying the TAI (Team Assisted Individualization) learning model obtained the highest score of 65 and the lowest score of 35, while the pretest average value was 51.79.

b. Students' writing skills after applying the TAI (Team Assisted Individualization) learning model

Table 4.2 Posttest Score Results
Descriptive Statistics

	N	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
Posttest	28	67	94	79.57	1.226	6.489	42.106
Valid N (listwise)	28						

Note: The ideal maximum score is 100

Based on the data table 4.2 it is known that the results of the scores obtained by students on students' listening skills after applying the TAI (Team Assisted Individualization) learning model obtained the highest score of 94 and the lowest score of 67, while the posttest average value was 79.57. Based on the description above, the results of the study showed that the average value for students' listening skills at the stage before using the TAI (Team Assisted Individualization) learning model was still low, namely 51.79, while at the stage after using the TAI (Team Assisted Individualization) learning model it increased to 79.57. After the research was carried out and the research data had been obtained, the hypothesis test was carried out, the hypothesis test in the study used the t test (Paired Sample T Test) with a total sample of 28 students through observation sheets in the form of pretest and posttest. The basis for making decisions on the t test is as follows: (1) If the sig. (2-tailed) <0.05, the independent variable has a significant effect on the dependent variable (2) If the sig. (2-tailed) > 0.05, the independent variable has no significant effect on the dependent variable. The following are the results of the hypothesis test or t test:

Table 4.3 Hypothesis Test Results
Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pretest - Posttest	-27.786	4.289	.811	-29.449	-26.123	-34.279	27	.000

To see the results of hypothesis testing, it can be seen in table 4.3. In the table, the sig. (2-tailed) is 0.000 <0.05, it can be said that Ha is accepted and H0 is rejected. Thus it can be concluded that there is an influence of the TAI (Team Assisted Individualization) learning model on students' listening skills. According to Siswanto & Palupi (2013: 77) the TAI (Team Assisted Individualization) cooperative learning model is learning that combines cooperative learning with individual learning. According to Sutiari (2019: 34) TAI (Team Assisted Individualization) is a type of cooperative learning model in which students with individual abilities work together in small groups with different abilities. According to Slavin (Huda, 2014: 200) the TAI (Team Assisted Individualization) cooperative learning model is a pedagogic program that seeks to adapt learning to individual student differences academically. According to Tarigan (Budiarti & Riwanto, 2021: 99) listening is a process of listening to verbal symbols with full attention, understanding, appreciation and interpretation to obtain information, capture content or messages and understand the meaning of the communication that has been conveyed by the speaker through speech and spoken language. According to Kurniaman (2018: 249) listening is a very functional basis of language knowledge which is more meaningful for humans to reveal word symbols from the second person which is a process of listening to the sounds of language, identifying, assessing and reacting to the meaning contained therein. Listening activity is an initial stage ability that must be mastered in language skills, it is said so because listening is a way to get information conveyed by other people so that it can be implemented at the next stage, namely speaking, reading and writing back

to be conveyed to others (Pebriana, et al; 2017: 768). Furthermore, the opinion of Sri Rahayu (2021) states that the TAI (Team Assisted Individualization) learning model can improve students' listening skills and to obtain information or knowledge based on logical considerations. Thus, the application of the TAI (Team Assisted Individualization) learning model is successfully implemented if students have the ability to focus on listening to learning.

Conclusion

Based on the results of the research and discussion of the data, several conclusions were obtained as follows: Based on the calculation of the data obtainedfrom the results of the observation sheets on students' listening skills before applying the TAI (Team Assisted Individualization) learning model, studentsobtained the highest score of 70 and the lowest of 45. From each -each student's score obtained an average value that was classified as still low, namely 55.71. Based on the calculation of the data obtained from the results of the observation sheet on students' listening skills after applying the TAI (Team Assisted Individualization) learning model, students obtained the highest score of 95 and thelowest score of 70. From each student's score, the average value increased to 84,11.The results of the analysis of hypothesis testing using the Paired Sample T Test showed that there was a difference between before and after using the TAI (TeamAssisted Individualization) learning model and there was a significant effect on thelistening skills of fourth grade students at Sekolah Dasar PAB 29 Manunggal Private.

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