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THE EFFECT OF TEAMS GAMES TOURNAMENT MODEL ON INDONESIAN LEARNING OUTCOMES IN CLASS V SDN 101 INPRES UJUNG MAROS

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Abstract: The Effect of Teams Games Tournament Type Cooperative Learning Model on Indonesian Learning Outcomes for Class V SDN 101 Inpres Ujung. The purpose of this study was to determine the description of the Teams Games Tournament learning model carried out in class V SDN 101 Inpres Ujung and to determine the effect of the Teams Games Tournament learning model on Indonesian learning outcomes for class V students of SDN 101 Edge Inpres. This research is a quantitative research type of pre-experimental research. The population and sample in this study were all fifth grade students of SDN 101 Inpres Ujung as many as 22 people with the total sampling method (total sampling). The research instruments are 1) test guidelines (pretest and posttest), 2) interview guidelines, 3) documentation. The results showed that 1) the description of learning process in class V SDN 101 Inpres Ujung using the Teams Games Tournament learning model run well and efficiently, before the learning activities started students were grouped into several groups consisting of 5-6 students and there was good feedback both between students and teachers. 2) The results obtained indicate that: (1) The learning outcomes of fifth grade Indonesian students at SDN 101 Inpres Ujung before the treatment were included in the poor category, the mean was 54.55. While the learning outcomes after treatment using the Teams Games Tournament learning model showed an increase, which is the mean of 85.91 including the good category. (2) It is known that data obtained shows that the application of the Teams Games Tournament learning model affects student learning outcomes in class V SDN 101 Inpres Ujung. Based on the value of Sig.(2-tailed) <0.05, it is known that there is a significant difference between the students' pretest and posttest learning outcomes.

Keywords: Teams Games Tournament Learning Model, Indonesian Learning Outcomes

PRELIMINARY

Education is a continuous process that contains elements of teaching, training, guidance, and leadership with a specific focus on transferring various knowledge,

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values, religion, and culture as well as useful skills to be applied by individuals (teachers or educators) to individuals who need the education.

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in Article 1 Paragraph 1 which reads: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality intelligence, noble character, and skills needed by himself, society, nation, and state.

Within the scope of school, children are required to be able to understand what lessons are given by the teacher. Doni Koesoema A (2007) concluded "If understood more comprehensively, school becomes a vehicle for the educational process. In schools, students are expected to learn to actualize the values they have received directly. The conclusion is that the function of education is to guide children towards a goal that we value highly.

In learning activities at school, we are often faced with some students who have various characteristics. Some students take their learning activities smoothly and successfully without experiencing difficulties, but on the other hand, some students experience various difficulties in their learning activities. Students' learning difficulties are usually indicated by the presence of certain obstacles to achieving their learning outcomes, these difficulties usually can be psychological, sociological, or physiological. (Akhmad Sudrajat 2008).

Teachers as drivers of teaching and learning process in the classroom are expected to be able to monitor various levels of difficulties experienced by students, provide motivation, increase interest in students, and be able direct and encourage more meaningful learning activities in the classroom (S.Nasution, 2009).

An effective learning atmosphere can be done if the teacher can apply appropriate methods, techniques, and learning models to help learning process. Therefore, teachers are expected to be able to carry out innovative learning processes to create a learning atmosphere that can help students achieve learning goals.

The implementation of initial observations at SDN 101 Inpres Ujung on August 4th, 2021 showed that in the learning process some students were less active during learning process. After the learning process was completed, the researcher tried

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to ask questions/observe in the form of interviews with these students, it turned out that some students still did not understand the material that had been taught.

To overcome these problems, the researchers conducted a study on the effect of Teams Games Tournament learning model on the Indonesian learning outcomes of fifth-grade students of SDN 101 Inpres Ujung to provide variations in the learning process so that students are interested in learning and feedback occurs between teachers and students in learning process. Slavin (in Rahmawati: 2018) The learning steps for Teams Games Tournament are: a. Class presentation, which introduces classical learning materials. b. Teams, which divide students into 5-6 children who have different abilities, genders, and ethnicities or races. c. Games, students work in teams and ensure that all team members have mastered the lesson. d. Tournament, that is, one student represents his group to compete with other group members and contribute a score to their group. e. Team recognition, is an award for a team that can achieve a score according to the criteria. The steps in the Teams Games Tournament learning model are expected to create a fun learning atmosphere and increase student activity.

The results of previous research about Teams Games Tournament learning model by Msy Hikmah, et al. (2018) Application of the Team Games Tournament (TGT) Learning Model on Students' Motivation and Learning Outcomes in Class X Animal World Materials at SMAN 8 Palembang. It showed that there is an effect of implementing the Team Games Tournament (TGT) learning model on students' motivation and learning outcomes in Animal World Materials. Ni Made Merti in research entitled Application of the Teams Games Tournament (TGT) Learning Model with Audio Visual Media to Improve English Learning Outcomes. The conclusion obtained from this study is that the application of Teams Games Tournament (TGT) learning model with audio-visual media can improve English learning outcomes for students of class XI MIPA 6 semester II SMAN 1 Blahbatuh in the 2017/2018 academic year.

Arrumaisha (2018). Application of Cooperative Learning Model Type TGT (Team Games Tournament) with Puzzle Games to Improve Activeness and Learning Outcomes of Class X MIPA 5 SMAN 1 Kartasura. It was found that the activity and learning outcomes of class X MIPA 5 SMAN 1 Kartasura for the academic year

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2017/2018 increased through the application of the TGT (Team Games Tournament) type cooperative learning model with puzzle games. Nurina Kurniasari Rahmawati (2017) Implementation of Teams Games Tournaments and Number Head Together in terms of Mathematical Reasoning Ability. The results of this research review are that there is an effect of the TGT and NHT learning models on students' mathematical reasoning abilities. Likewise research by Dwi Wahyu Listyarini, et al (2018). The Influence of the Halma Game-Assisted Teams Games Tournament Model on Interest and Learning Outcomes in Class IV Elementary School Students' Sound Material stated that the TGT learning model assisted by the Halma game affects the interest and learning outcomes of fourth grade students on sound material.

Based on the research results above, the authors conducted a similar study on the Teams Games Tournament learning model which was carried out in class V at SDN 101 Inpres Ujung. The purpose of this study was to describe the Teams Games Tournament learning model and to determine the effect of the Teams Games Tournament learning model on the Indonesian learning outcomes of fifth grade students of SDN 101 Inpres Ujung.

METHOD

The approach in this research is quantitative research with the type of research that is Pre-experimental. The research design used in this study is "One Groups Pretest-Posttest Design" which is a research design that has a pretest before being given treatment and a posttest after being given treatment. Thus it can be known more accurately because it can compare before and after the treatment.

According to Arikunto (2002:78) "the pretest-posttest one group design is a research that is used twice, namely before the experiment (pretest) and after the experiment (posttest). The sampling technique used was total sampling, which all fifth grade students of SDN 101 Inpres Ujung, totaling 22 people. The instruments used are: Tests (Pretest and Posttest), and student and teacher observation sheets. Data was collected using: observation, tests, and documentation. The data collection procedure was carried out through the following stages: planning, giving a pretest, giving treatment, giving a posttest, and analyzing the results. Data analysis used descriptive

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analysis techniques and inferential analysis (normality test, homogeneity test, and hypothesis testing) (Suharsimi Arikunto, 2008).

RESULTS

a. Application of the Teams Games Tournament Learning Model in Learning

Data on the implementation of Teams Games Tournament learning model in learning were obtained through teacher and student observation sheets. The recapitulation of scores for the implementation of Teams Games Tournament learning model seen from the observation sheet of teacher and student activities at each meeting is presented as follows:

Table 1 Teacher Activity Results

Number	Meeting I	Meeting II	Meeting III	IV meeting
Earning score/max score	9/16	10/16	13/16	15/16
Percentage	56.25%	62.50%	81.25%	93.75%
Qualification	Enough	Enough	Well	Very good

Source: Teacher's Observation Sheet

Table 1 above, shows the results of teacher activities for each meeting, at first meeting the percentage of 56.25% which is in sufficient category, at second meeting it increased by 6.25%, reaching a percentage of 62.50%, and is in the sufficient category, at third meeting, it increased again by 18.75%, which reached a percentage of 81.25 % and was in good category, and at fourth meeting, it increased again by 12.50%, which reached a percentage of 93.75 % and was in very good category.

Table 2 Student Activity Results

Number	Meeting I	Meeting II	Meeting III	IV meeting
Earning score/max score	5/11	7/11	9/11	10/11
Percentage	45.45%	63.63%	81.81%	90.90%
Qualification	Not enough	Enough	Well	Very good

Source: Student Observation Sheet

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Table 2 above, shows the results of student activities in each meeting, at first meeting the percentage of 45.45% which was in less category, at second meeting it increased by 18.18%, which reached the percentage of 63.63% and was in sufficient category, at third meeting, it increased again by 18.18%, which reached a percentage of 81.81% and was in good category, and at fourth meeting, it increased again by 9.09%, which reached a percentage of 90.90% and was in very good category.

b. Description Learning Outcomes of Indonesian Class V SDN 101 Inpres Ujung

1. Description of

Learning Outcomes Pretest

Pretest descriptions obtained from student learning outcomes data can be seen in the table below:

Table 3 Description of Pretest Results of SDN 101 Inpres Ujung

Lots of Data	***Pretest***
	Sample 22
mean	54.55
median	50.00
Mode	50
Std. Deviation	10,108
Range	30
Minimum	40
Maximum	70
Sum	1200

Source: IBM Statistics version 24

Based on table 3 above, it can be seen that the average value of the learning outcomes of 22 students in the pretest *mean*s or the average of students is 54.55. Standard deviation is 10,108, this result shows that the distribution of initial data results is spread from a minimum score of 40 to a maximum score of 70 with a range or of 30. The mode is 50 and the median is 50.00.

To make it clearer, data can be presented in the following histogram form:

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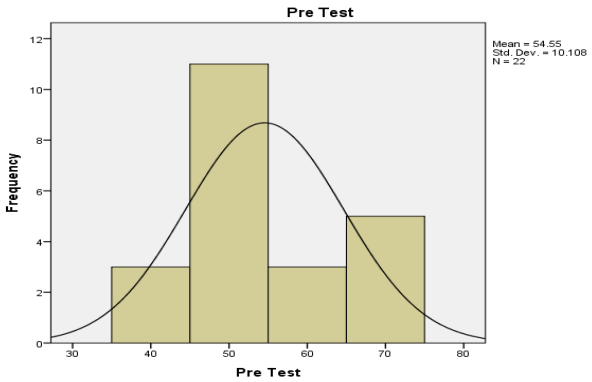

Figure 1 HistogramThe Value of the Pretest Results of SDN 101 Inpres Ujung Students

2. Description of Posttest Learning Outcomes

Posttest descriptions obtained from student learning outcomes data can be seen in the table below:

Table 4 Description of Posttest Learning Outcomes of Students at SDN 101 Inpres Ujung

Lots of Data	*Posttest*
	Sample 22
mean	85.91
median	85.00
Mode	80
Std. Deviation	9.081
Range	30
Minimum	70
Maximum	100
Sum	1890

Source: IBM Statistics Version 24

Based on table 4 above, it can be seen that the number of samples as many as 22 people in the posttest is *mean* or an average of students is 85.91 from the ideal score of 100 that may be achieved by students are in good category. Standard deviation is 9.081. This result shows that the distribution of initial data results is spread from a minimum score of 70 to a maximum score of 100 with a range of 30. The mode is 80 and the median is 85.00.

To make it clearer, the data can be presented in the following histogram form:

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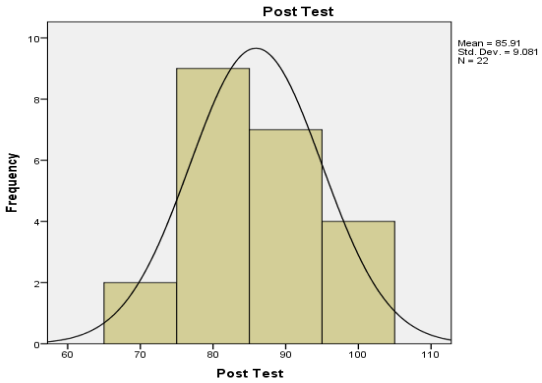

Figure 2 HistogramPosttest Learning Outcomes of SDN 101 Inpres Ujung Students

c. The Effect of Teams Games Tournament Learning Model on Indonesian Learning Outcomes

1. Normality test

The test criteria are that data is normally distributed if the significance obtained is > 0.05. On the other hand, it is said that data are not normally distributed if the significance obtained is <0.05. The following are results of the normality test for the pretest and posttest data for class V SDN 101 Inpres Ujung:

Table 5 Normality Test Results Pretest and Posttest Data

Lots of Data	asymp. Sig	Information
Pretest	056	Normal
Posttest	072	Normal

Source: IBM Statistics Version 24

Based on table 5 the results of normality test of the pretest and posttest data above, the pretest shows 0.056 and the posttest shows 0.072. Based on the results of normality test, the value of "P-Value (Sig)"> 0.05 is 0.056> 0.05 in the pretest and 0.072> 0.05 in the posttest.

2. Homogeneity Test

The homogeneity test was carried out using the Statistical Package for Social Science (SPSS) version 24 system, with the test criteria that data was homogeneous if the significance obtained was > 0.05. On the other hand, it is said that data is not homogeneous if the obtained significance is <0.05. The

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following are the results of the homogeneity test of pretest and posttest for class V SDN 101 Inpres Ujung, namely:

Table 6 Pretest and Posttest Homogeneity Test Results

Results	Sig	Information
Testing Method	591	Homogeneous

Source: IBM Statistics Version 24

Based on table 6, the results of homogeneity test of the pretest and posttest above, show that the results of homogeneity test of the pretest and posttest for class V SDN 101 Inpres Ujung are 0.591 and it is said to be homogeneous because they are greater than 0.05 or 0.591 <0.05 are homogeneous.

3. Hypothesis testing

Paired Samples correlations were used to test two unrelated data samples. This analysis was conducted by testing the pretest and pottest learning outcomes of class V SDN 101 Inpres Ujung using the Statistical Package for Social Science (SPSS) version 24 system. The data requirements are said to be significant if the value of Sig. (2-tailed) < 0.05. This analysis aims to determine the difference between pretest and posttest learning outcomes (before being given treatment and after being given treatment).

Table 7 Hypothesis Test Results

Results	T	Sig
Pretest & Posttest	23,000	0.000

Source: IBM Statistics Version 24

Based on table 7 the results of hypothesis test above, the calculated T value in hypothesis test results is 23,000 with the T table value being 2,086. So based on these data, the calculated T value is 23,000>T table 2,086. The significant value (2-tailed) is 0.000 based on these results, then Sig. (2-tailed) 0.05, it is known that there is a significant difference in learning outcomes before using the Teams Games Tournament learning model and after using the Teams Games Tournament learning model, it can be concluded that the results of hypothesis testing are as follows:<

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Ha = There is an effect of the Teams Games Tournament learning model on Indonesian learning outcomes in class V SDN 101 Inpres Ujung.

(Accepted because 0.000 < 0.05).

Ho = There is no effect of the Teams Games Tournament learning model on Indonesian learning outcomes in class V SDN 101 Inpres Ujung.

(Rejected because 0.05 > 0.000).

Decision making basis

If Sig<0.05/Tcount>Ttable= then there is an effect.

If Sig>0.05/Tcount>Ttable= then there is no effect.

DISCUSSION

The Effect of Teams Games Tournament Learning Model on Indonesian Learning Outcomes in class V SDN 101 Inpres Ujung. Based on the results of this study there is an effect of the Teams Games Tournament Learning Model on Indonesian Learning Outcomes in class V SDN 101 Inpres Ujung because it has a significant value of less than 0.05 and in the application of the Teams Games Tournament Learning model, there is an increase in student learning outcomes by applying the learning model. Students become more understanding and happy to learn. (Accepted because Sig. (2-tailed) < 0.0.

Description of the application of the Teams Games Tournament Learning model in Indonesian learning in Class V SDN 101 Inpres Ujung when applied, it appears that the student's abilities and knowledge are still minimal because at the time of learning the teacher provides material by applying the Teams Games Tournament learning model. It is proven that at the time of pretest 3 students got 40, 11 students got 50, 3 students got 60, and 5 students got 70. Thus, we can see that the students' pretest results are still low, indicated by the number of students who get scores below the KKM standard.

After applying to the Teams Games Tournament learning model, 2 students got 70 points, 9 students got 80 points, 7 students got 90 points, and 4 students got 100 points.

Learning by applying the Teams Games Tournament learning model affects student learning outcomes in Indonesian subjects, after research, it was found that

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there was a difference in learning outcomes before being given treatment (pretest) and after being given treatment (posttest) in class V SDN 101 Inpres Ujung. The learning model is a conceptual framework that describes organizing learning experiences to achieve certain learning goals and serves as a guide for teachers in planning teaching and learning activities (Suprijono, 2010: 46). The learning model can also be interpreted as a whole series of material presentation which includes all aspects before, during and after the learning carried out by the teacher as well as all related facilities that are used directly or indirectly in the teaching and learning process. The learning model itself has a broader meaning than strategies, methods, or just learning procedures (Rusman, 2011: 25).

TGT is a type of cooperative learning designed to influence student interaction patterns and as an alternative to traditional classroom structures. (Sugiata: 2019). Slavin (in Yulitri, et al: 2020)*Teams Games Tournament* is a learning method that contains team game matches, where students are divided into several groups to play academic games with other teams to contribute scores to the team and give awards to teams that get scores according to the criteria. Eldi Fajri N, et al (2020) *Teams Games Tournament* is a learning model that begins with the presentation of material, as well as through an academic tournament by giving scores on the quiz given. Students compete in their teams with other team members competing according to their academic performance and previously obtained scores. Based on this opinion, the Teams Games Tournament learning model is a learning model that is carried out by working together in groups to be actively involved and help each other in achieving learning outcomes.

The Teams Games Tournament learning model helps students to facilitate various jobs in education and even becomes a solution in teaching and learning activities. The Teams Games Tournament type of cooperative learning model is one of the types of cooperative learning models that is easy to apply, involves the activities of all students without any status differences, involves the role of students as peer tutors, and contains elements of play and reinforcement. (Wishnu D. Yudianto, et al, 2014). This model in addition to helping teachers can also encourage student activity in following the learning process. Student activity is student involvement in the form of attitudes, thoughts, attention, and activities in learning activities to support the success

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of teaching and learning process and benefit from these activities (Kunandar, 2012). The application of this model encourages all students to be actively involved in learning.

Student learning liveliness is something that needs to be a concern for teachers to create effective learning. Mandalina et al. (in Maiti et al: 2021) One way to activate student learning is to provide a variety of meaningful learning experiences that are beneficial to students' lives by providing task stimulation, challenges, solving problems, or developing habits so that in them an awareness grows that learning is a necessity of life and therefore because it needs to be done throughout life.

Based on this, research in class V SD SDN 101 Inpres Ujung has been carried out that the Teams Games Tournament learning model is an effective learning model used at the elementary school level, especially in Indonesian subjects that can involve students actively and creatively, students are also happier in learning and can understand the learning material thoroughly.

CONCLUSION

Based on the research results on the effect of the implementation of Teams Games Tournament learning model on the Indonesian learning outcomes of fifth grade students at SDN 101 Inpres Ujung, it can be concluded that this learning model is effectively used. This can be seen from the activeness of students during the learning process and seen from the implementation of the aspects observed in the pretest and posttest. Using the Teams Games Tournament learning model has an effect on the learning outcomes of fifth grade students at SDN 101 Inpres Ujung. This can be seen from the hypothesis or dependent sample T-Test obtained 0.000 so that the value is 0.000 <0.005, it is known that there is a significant influence on Indonesian learning outcomes for fifth grade students of SD SDN 101 Inpres Ujung.

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