

Original Articles

The Teams Games Tournament (TGT) Type Cooperative Learning Model to Improve History Learning Outcomes for Class XII IPS

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Abstract:

The aim of this research is to use Classroom Action Research (PTK) to analyze the application of the *Teams Game Tournament* (TGT) type cooperative learning model to student learning outcomes. The research consisted of two cycles with a research sample of all class XII IPS 1 students at SMA Negeri 1 Medan, totaling 35 students. This research design is a quantitative approach using pre-test and post-test question instruments to determine the success of improving student learning outcomes in implementing the *Teams Game Tournament* (TGT) learning model. Based on data analysis of student learning outcomes, student learning outcomes experienced an increase in learning mastery as shown in the pretest (65.7%), Cycle I (88.5%), and Cycle II (97.1%). The application of the team game tournament (TGT) type cooperative learning model can improve the history learning outcomes of class XII IPS 1 students at SMA Negeri 1 Medan.

Keywords: History Learning Results, Cooperative Learning, Teams Games Tournament

Introduction

Learning is a very important human activity, it cannot be separated from our lives. In fact, humans must continue to learn from birth to death. Science, especially history, has experienced rapid progress along with advances in technology. Not only is technology disconnected from general understanding, many people think of technology as just a machine or tool. However, technology has the meaning of a process that provides added value, one of which is educational technology. Technology in education has developed as an independent scientific field. These developments enable educators to plan and implement education aimed at acquiring historical concepts that can be used in everyday life. Therefore, to adapt to these developments, it is necessary to increase creativity and the quality of human resources through education. Learning history is expected to help



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students learn about themselves, understand their identity and cultural heritage, learn from their mistakes and successes. The benefits of history include "learning from history", "history teaches us", and "paying attention to the lessons history provides" . These sentences reveal that the purpose of the story is to convey wisdom and develop a perspective for further development in everyday life ([Saputra et al., 2024:14](#)).

In order to improve the quality of students through learning history, teachers must not only master and understand the lesson, but teachers must also understand the nature of the learning process starting from cognitive, effective and psychomotor. Teachers have a very difficult task to achieve the goals of national education as stated in Law No. 20 of 2003 article 3 which states that "The goal of national education is to develop the ability to form a dignified national character and civilization in order to educate the life of the nation, develop potential. to become human beings who believe and are devoted to God Almighty, have noble morals, are agile, independent, creative, as well as being democratic and responsible citizens. Apart from focusing on academic performance, history learning in high school must also develop procedural skills for investigating past events, solving problems, and making decisions. Therefore, history learning experiences should enable students to develop skills in these aspects. In history learning, many activities require students to think critically, actively and creatively. Make learning interesting for students so that they feel comfortable during the learning process. At the end of the lesson or in the assessment section, the teacher asks students several questions to determine the students' ability to understand the lesson during the learning process. When delivering learning in class, teachers not only use methods and strategies in conveying content, but also need to master various learning models. This learning model can provide added value to students in the learning process and maximize the results they achieve.

However, more fundamentally, students often have difficulty understanding complex and abstract concepts, and this affects their learning outcomes in history classes. This is proven by the results of field observations carried out by researchers who conducted a pre-test on class XII IPS 1 students at SMA Negeri 1 Medan, as seen in the table below.

Table 1. Pretest Results

No	Information	Acquisition
1	KKM	75
2	The highest score	89
3	Lowest value	70
4	Class average	80.4
5	Number of students who completed	23
6	Number of students who did not complete	12
7	Percentage of learning completeness	65.7
8	Incomplete percentage	34.2

Based on this table, the average pretest score for the history class is 80.4 from the KKM score of 80. Based on the pretest results. The percentage of learning completion results was only 65.7% who completed the pretest. After reviewing the results of researchers in this field, it was found that the learning outcomes of class XII IPS 1 students at SMA Negeri 1 Medan in history subjects were still far from expectations. Based on observations, researchers found factors that caused the lack of student learning outcomes,

including (1) learning using a learning model that was more dominant in group presentations; In this case, learning seems less effective in making students understand the content of the material. (2) The teaching materials given to students do not take into account the students' ability to absorb learning material. (3) Emphasis on students' limited knowledge. To overcome this, it is important to use effective learning models such as competitive cooperative learning models so that students are better able to think critically and are strong in understanding and remembering the material they have learned.

There are several learning models in education, one of which is *Team Games Tournament* (TGT) type cooperative learning. ([Prihatmojo & Rohmani, 2020:12](#)) defines cooperative learning as learning that emphasizes active group work between students, including forms of cooperation that are more directed or supervised by the teacher. In cooperative learning, students learn and work in small groups consisting of three to four or more people. TGT is a type of cooperative learning that is both used in class and outside. The TGT model was originally developed by David De Vries and Keith Edwards. The TGT learning model is a type of cooperative learning where students are placed in study groups consisting of four to six students with different abilities, gender, syllables or races ([Manaksia, 2022:72](#)). In TGT, students compete against other team members by playing academic games. TGT has five main components. 1) class presentations, 2) group learning, 3) games, 4) competitions, and 5) group awards ([Ningrum et al., 2015:249](#)). TGT is almost identical to STAD which can help students to improve their knowledge retention. This shows that TGT type cooperative learning can improve student learning outcomes.

Method

This research is Classroom Action Research (PTK) or also known as Classroom Action Research (CAR). Study action class is something form investigation reflective Which done in environment social, including environment education, with participant Which involved in situation Which investigated, like Teacher, student, And school ([Ritonga et al., 2021:52](#)). The aim of classroom action research is actually to improve the basis for improving the practices that researchers apply, so that these efforts can increase our understanding of the practices carried out. Generally, classroom action research is useful because teachers receive systematic feedback regarding whether previous research findings are relevant to teaching and learning theory and can be applied effectively and optimally in the classroom and can bridge gaps between practices ([Suhirman, 2021:52](#)). This research uses Kurt Lewin's version of PTK stages with two cycles, the flow of activities for each cycle consisting of the planning stage, implementation stage, observation and evaluation/reflection stage ([Asrori & Rusman, 2020:22](#)). The action taken was the implementation of TGT which was adapted from Slavin's version, namely presentations in class, team discussions, game tournaments and team recognition. The cycle is declared successful if 75% of students get a score that meets the KKM.

This classroom action research was carried out in accordance with the research design above, starting with cycle I starting with planning such as: (1) determining teaching materials and (2) preparing research instruments in the form of learning implementation plans (RPP) which are in accordance with the syntax of the TGT type cooperative learning model and history learning results test. At the implementation stage, the researcher carries out all the planning of the learning design before it has been prepared. In general, the implementation of the learning process is: (1) conveying the learning objectives to students that will be implemented, (2) explaining the material, (3) conducting questions and answers on the lesson material, (4) dividing students into several study groups

consisting of 5- 6 heterogeneous students (grouping adjusted to the number of students, (5) students are given a bank of questions in the form of *soft files* with their group, (6) guiding students in groups, (7) holding a tournament by making tournament tables consisting of from 3 posts: post 1 guess the picture, post 2 puzzle, post 3 puzzle (8) the score obtained by each student in this tournament is recorded on the assessment sheet, (9) calculate the team score based on the team member's tournament, (10) recognize each team if they succeed in exceeding previously determined criteria, (11) provide reinforcement for the results of the tournament carried out by students, (14) give awards to all groups according to the scores obtained

The technique used to collect data in this research uses documentation and test techniques. The research instruments used were pre-test and post-test questions to see the success of using the Teams Games Tournament (TGT) learning model. The data analysis technique used for quantitative data uses descriptive statistical analysis based on the following formulas:

- 1) According to Zaenal Aqib et al. ([Habibah, 2013:8](#)), to determine completion of classical learning, use the following formula:

$$P = \frac{\sum T}{\sum N} \times 100$$

P = Completed learning

$\sum T$ = Number of students who have completed their studies

$\sum N$ = Total students

- 2) According to Sudjana ([Habibah, 2013:8](#)), to determine the class average value, use the following formula:

$$X = \frac{\sum x}{N}$$

X = Class average

$\sum x$ = acquisition score

N = Number of students

Results

This research uses two cycles, and each cycle carries out a series of activities: planning stage, implementation stage, and evaluation/reflection (reference) stage. Implementation of actions in Cycle I took place in two sessions starting on Monday 19 and 20 February 2024. The first stage began with planning, where researchers made observations to identify problems that existed in the history learning process. This research uses two cycles with a flow of activities in each cycle, namely the planning stage, implementation stage, and evaluation/reflection (see) stage. Implementation of actions in cycle I was carried out in two meetings starting on Monday, 19 and 20 February 2024. The first stage began with planning, the researcher carried out observations with the aim of seeing the problems that existed in the History learning process in class XII IPS 1 and examine what aspects need to be improved. The results of the first cycle of activities were that the researcher identified problems in the history learning process in class XII IPS 1. Next, the researcher created teaching tools, namely lesson plans, pre-test and post-test questions using learning methods and innovations to improve student learning outcomes.

After the preparation is complete, it continues with the implementation stage, carrying out actions in the classroom which begins with socializing the Teams Games Tournament (TGT) method to students, then starting teaching by dividing students into 5 groups with a distribution of 6 to 7 students in one group, after that The game begins in the form of guessing pictures, riddles and jigsaw puzzles which are participated in by all group members, and finally awards are given to the group that has successfully passed the stages of the competition well and has the most points.

After implementing the action, observations and evaluations are carried out on the ongoing learning process by giving tests to determine the learning results obtained. The final step taken in cycle I is to reflect which aims to see the weaknesses and obstacles faced. Then it was discussed with the History teacher and an alternative solution was sought and used as a reference for implementing cycle II actions. The results of the post test assessment in cycle I are in the table below:

Table 2. Cycle 1 Learning Results

No	Information	Acquisition
1	KKM	75
2	The highest score	94
3	Lowest value	72
4	Class average	88.4
5	Number of students who completed	31
6	Number of students who did not complete	4
7	Percentage of learning completeness	88.5
8	Incomplete percentage	14.2

Based on the table above in cycle I, the following learning outcomes data were obtained; 4 students (14.2%) got grades in the incomplete category, 31 students (88.5%) got grades in the completed category, the class average for cycle I was 88.4 which is quite good and there were several students who have not yet reached the desired KKM, namely a score of 75 even though classical completion has exceeded 85%.

At the evaluation/reflection stage, researchers reviewed student learning outcomes with class action notes in the form of student learning outcomes, so that several deficiencies experienced in cycle I were found, including the following: (1) students still find it difficult to learn cooperatively, because they are used to learning that is conventional, (2) students are not used to communicating actively with teachers or other students when responding to answers from guessing pictures, effective distribution of tasks for each group, (3) during the learning process, the available time is limited because teachers and students have to adjust we have never experienced the application of TGT before, so that a lot is wasted in explaining and understanding all students, and (4) students do not master the material being taught, so that during discussions and academic games many students are unable to answer questions.

Based on the obstacles that have been explained, through reflective actions the following improvements are made: (1) trying to change students' habits, which are usually passive in only receiving information from the teacher, to become active students in searching for and building their own concepts and the teacher at this time is only as a facilitator or just as a guide, (2) making efforts so that students get used to asking and answering questions from each game challenge in a more collaborative and solid manner, (3) minimizing the waste of time, by preparing a question bank as a guide, updating the

picture guessing media using better letters. reduced and puzzles with fewer fractions, and (4) provide understanding and understanding of the importance of ongoing learning and make the learning process fun and meaningful. The implementation process of cycle I is continued with cycle II, where a model similar to cycle I is used for planning and implementation. However, in cycle II, the lack of reflection carried out in cycle I was corrected, and cycle II class actions were carried out in two meetings, namely on 26 to 27 February 2024. Researchers put more emphasis on providing a question bank as a guide for student learning, updating picture guessing media using There are fewer letters and puzzles with fewer fractions, but the implementation of learning in cycle II is almost similar to cycle I. To measure student learning outcomes at the end of cycle II, a post test is used. The full final effects of the cycle II post test should be visible in the supplement and summarized in the attached table.

Table 3. Cycle 2 Learning Results

No	Information	Acquisition
1	KKM	75
2	The highest score	98
3	Lowest value	90
4	Class average	95
5	Number of students who completed	34
6	Number of students who did not complete	1
7	Percentage of learning completeness	97.1
8	Incomplete percentage	2.9

Based on the table above, data on learning outcomes in the second cycle showed that 1 student (2.9%) got a score in the incomplete category and 34 students (97.1%) got a score in the complete category. The average learning outcomes achieved were 95, which is in the very good category. Student learning outcomes in cycle II have reached the targets set by the researchers, who said the learning outcomes were at least 75, and classical completeness $\geq 85\%$.

Even though the criteria for student learning outcomes in cycle II have met the expected targets, in the learning process there are still several deficiencies that occur, the deficiencies that occur are as follows: (1) during the learning process, the time required The available 80 minutes turns out to be still not enough with the implementation of the Teams Games Tournament (TGT) model.

Based on the constraints above, through reflective action, improvements are made as follows: (1) ensuring that students get used to asking and answering questions from both teachers and friends, (2) minimizing the occurrence of wasted time, by adjusting actions to planning, (3) providing understanding. and understanding the importance of ongoing learning and making the learning process enjoyable, and (4) the researcher tried to provide an explanation of the material as clearly as possible and provided a copy of the material two days before the lesson started. So that students feel more ready to take part in lessons at the next meeting. Based on the description above, the implementation of the Teams Games Tournament (TGT) type cooperative learning model can run effectively and efficiently, so student learning outcomes in the History subject will increase," this can be proven to be true. This PTK is generally able to achieve the anticipated goals, or answer the questions asked, according to the results of data analysis. This can be seen from the achievement of the standards set, especially in student learning outcomes towards the end

of cycle II which have met the standards that have been set.

Based on the results of research that has been carried out using the Teams Games Tournament (TGT) model can improve student learning outcomes. This is shown based on data processing of student learning outcomes, an average score of 95 is obtained. This shows that the application of the Teams Games Tournament (TGT) learning model is effective in improving student learning outcomes. The results of this research show an increase in student learning outcomes by using the Teams Games Tournament (TGT) learning model.

Conclusion

Based on the description above, it can be concluded that the application of the Teams Games Tournament (TGT) type cooperative learning model can improve History learning outcomes for class XII IPS 1 students. Then in class action using the Teams Games Tournament (TGT) model in cycles I and II There was an increase with each class average, namely 88.4 to 95. Furthermore, in learning completeness there was an increase of 88.5% and 97.1%. The average increase in student learning outcomes using the TGT (Teams Games Tournament) type cooperative learning model in the History subject in class XII IPS 1 SMA Negeri 1 Medan is very good.

Suggestion

Based on the analysis and findings that have been carried out by the researcher, there are several shortcomings, so the researcher proposes several suggestions for efforts to improve future similar research as follows: 1) The research carried out must be carried out carefully and in detail so as to minimize inappropriate data results, and the selection of data sources must also be complete without any limitations so that more data is produced and the quality of this research is categorized as good; 2) The TGT (Teams Games Tournament) type cooperative learning model is most effective if during the learning process there is sufficient time available, and facilities or infrastructure that support the learning process, both media and others so that the desired learning process objectives can be achieved well. .

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